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AUTHOR	Miller, Lawrence M.
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ABSTRACT

The staff of North Park School, a small urban/suburban primary school (K-3) in Wheeling, West Virginia, made their school more effective by implementing well planned and coordinated changes based on current research. The belief that all students can learn is an important characteristic of an effective school. Therefore, the goal of the North Park Project was a learning climate in which students would achieve, whatever their socioeconomic or ethnic background. Project objectives were: (1) providing a continuous in-service program to familiarize staff with concepts of effective schools/teachers and school management; (2) developing a school plan for parental involvement; (3) increasing learning opportunities for students by using models of direct instruction and time on task; (4) developing an assessment program for basic skills, including rapid feedback systems to check achievement; (5) developing an academic improvement plan covering reading, oral and written communication, and mathematics; and (6) extending training services to staff at other schools. An outline provides practical details of activities undertaken to meet each of these objectives. The report describes previous conditions, remedial actions undertaken, and effects on the structured learning environment, academic feedback, school and teacher expectations, and time as a factor in learning. Appendices include an implementation schedule for other schools to follow, and forms and data related to discipline, attendance, parental involvement, and retentions. (Author/SV)

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ED310891

THE NORTH PARK PROJECT

EFFECTIVE SCHOOLS/EFFECTIVE TEACHERS

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This is a final report on U.S. Department of Education grant ERI-G-86-0044 awarded to the Ohio County Schools, Wheeling, West Virginia. It is one of the Excellence in Education grants of 1986. This report was submitted in December, 1987 by Lawrence M. Miller, Acting Assistant Superintendent.

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FOREWORD

We are delighted to introduce "The North Park Project: Effective Schools/ Effective Teachers." It represents results of our diligent years of effort to students.

North Park Primary is a small K-3 school located in a suburban neighborhood of Wheeling, West Virginia. Despite its pleasant surroundings, the school was experiencing some internal problems which were affecting the education of the students. Discipline, low attendance, and a lack of parental involvement were a few of the factors.

Beginning in 1983, well planned and coordinated changes were introduced that started a turn-around for North Park. These changes, backed by positive research, were employed in the classroom. Gradually the school began to change, but more importantly, the attitudes of both teachers and students were becoming more positive. Teachers began to expect more of their students, and they began to receive more from them. Attendance improved, discipline problems declined, and test scores improved as teachers adopted the philosophy that "all students can learn." Parents, excited by the results, wanted to become more involved in daily activities. Uniform policies let parents know when to expect homework, and they supported the school's decisions with more consistency.

The principal of the school, Dr. Barbara Fassig, applied for a grant so that we could refine our techniques while familiarizing ourselves with the latest in research methodologies. The grant would allow us to gather data to verify our results and compile the information in a form which would allow us to share it with others.

This last wish was to be accomplished more quickly that we realized, for Dr. Fassig was shortly asked to lead two of Ohio County's other elementary schools. It was quite natural that the techniques and philosophies which had worked so well for us were to be shared with the staffs at her new assignment.

Mr. Duncan assumed the role of principal at North Park and the work began. One year later, after endless meetings and hours of record searching, rewriting, and discussion, we give you the techniques which make us want to go to work each day.

We thank Dr. Mary Marockie, who tirelessly uncovered research for us and let us see a concrete path to our goals, and Mr. Larry Miller, who double-checked our work with endless patience.

Our last hope is that, as you read of our progress, you will keep in mind that each technique was adopted to fit the individual personality of our school. In seeking ways to make your school more effective, please use our ideas to inspire what will work best for you.

Sincerely,

North Park School Staff

ACKNOWLEDGEMENTS

The staff of North Park Primary School joins with their principal, Mr. Jonathan Duncan, in gratefully acknowledging the efforts of the following people in the coordination and production of this project.

Dr. Henry Marockie - Superintendent, Ohio County Schools
Mr. Larry Miller - Assistant Superintendent, Ohio County Schools
Dr. Barbara Fassig - Author of the project grant
Dr. Larry Jones - Supervisor of Testing and Evaluation
Dr. Mary Marockie - RESA VI Research Consultant
Teachers and principals of the following sibling schools:

Madison School - Roger Warren, Principal
Elm Grove School - Barbara Fassig, Principal
Kruger Street School - Barbara Fassig, Principal

NORTH PARK PRIMARY

Mr. Jonathan Duncan
Principal

Teachers and Staff

Margie Coddington
Ann Coleman
Russell Hutchins
Ellen Kriner
Dwight Mason
Ginerva Nicholson
Betty Nicodemus
Sandra Reinacher
Sylvia Roditis
Woody Yoder

We extend our thanks to Mrs. Thelma Gitlin and Mrs. Alisa Turnewitsch who contributed of their time and effort and have respectively retired and relocated away from our school system.

ABSTRACT

North Park School is a small primary school in Wheeling, West Virginia. The population is that of a split socioeconomic community. The attitude of these two distinct groups is very different. The one group is socially conscious, located in a suburban area, places an emphasis on the importance of education, and is competitive in achievement and in the work world. The other group is located in the inner city of Wheeling, places little importance on schooling, and has had a record of generations of unemployment. The school was built to melt these two socioeconomic communities.

Of the 108 students at North Park Primary, 36% are on a free or reduced lunch program, 19% have case workers, and 50% are from the inner city. This group of students tends to be generally low achievers and come from homes where there is little motivation or stimulation.

Objectives of the Project

The belief that students can learn and that teachers can teach is an important characteristic of an effective school. An effective school is one in which essentially all students acquire basic skills and other desired behaviors within the school. The goal of the North Park Project is, therefore, to produce a learning climate in which students will achieve, regardless of their socioeconomic or minority background. In order to accomplish this goal, the following are the objectives of this project:

1. Provide a continuous in-service program to familiarize the staff with the total concept of effective schools/effective teachers and school management.
2. Develop and implement a school plan for parental support involvement that includes active input into policies such as:
    a. Homework
    b. Attendance
    c. Discipline
    d. Parent-teacher conferences
    e. Student achievement goals
3. Increase learning opportunities for students by employing direct instructional models and concentrating on time on task concepts.
4. Develop and implement a monitoring assessment program in basic skill areas to determine growth in learning.
5. Develop and implement assessment and rapid feedback systems to check learning achievement.
6. Develop and implement an academic improvement plan that includes strategies for:

   - a. Reading instruction
   - b. Oral communicating concepts
   - c. Written communications concepts
   - d. Mathematics instruction

7. Extend training services to other school site administrators and teachers to replicate the developed project.

PART I

GOAL ESTABLISHMENT

The first step in completing any major project is to set goals. It follows that the second step would be to establish a step-by-step procedure to reach those goals.

A steering committee was established to set up timelines which would correlate with the objectives established in the original grant application (an excerpt from the application can be found in the Abstract section). The steering committee was comprised of the school principal, assistant superintendent, former North Park School principal, and a teacher representative. Principals of "feeder" schools were included. These schools became known as "sibling" schools. Under the guidance of a research consultant, the steering committee met and developed a guide for the staff to follow in implementing each objective. Included in each step were activities to be accomplished, steps by which they would be accomplished, and a completion date for each activity. The timeline also listed the people responsible for completion.

Project staff meetings were held to provide the staff and steering committee with the latest research which would be applicable to each stage of the project. At these meetings, the staff shared updates of their recent work. Staff work was the result of weekly in-school meetings where methodologies were debated, procedures outlined, and small group or individual research conducted.

The following pages contain the timeline to which we adhered during the period the grant was in effect. A global goal is listed at the top, and seven project objectives stated above the steps used to accomplish each.

NORTH PARK PROJECT

GLOBAL GOAL

"To produce a climate in which children will achieve regardless of background."

OBJECTIVE

1. Provide a continuous inservice for research.
    - A. Conduct overview sessions with whole staff regarding total project
    - B. Disseminate articles (current) on research
    - C. Selecting key personnel to key conferences and report results to peers
    - D. Conduct through RESA VI consultant a series of seminars on the correlates of effective schools
    - E. On-site visitation of other identified and proven effective schools beyond region or state

OBJECTIVE

2. School plan for policy development and implementation to include parent involvment.
    - A. Establish an active Parent Advisory Council
    - B. Revise and write policies through committee approach and structure with sibling school (Madison)
    - C. Policy ratification through PAC
    - D. Submit policies in parent induction session and sibling school staff and to parents in general

OBJECTIVE

3. Increase learning opportunities by employing direct instructional models and time on task models.
    - A. Utilize reading and math program to employ direct instructional models
    - B. Build constant reinforcement of hour/minute instructional time

C. Reducing transition time

D. Spot students for engaged time

E. Analyze content for relevancy

F. Evaluate necessity of interruptions

a. Announcements, visitations

b. pull-out programs

OBJECTIVE

4. Develop and implement monitoring component and

5. Develop and implement rapid feedback system.

A. Build monitoring sheets for:

a. Time on task

b. Frequency of monitoring

c. Quality of response

d. Oral reading practice

e. Outside sustained reading (assigned home)

B. Build approaches to give feedback to parents

a. Interim parent conferences - three times a year

b. Use system to report

OBJECTIVE

6. Academic Improvement Plan

A. Use management of Academic Performance to align curriculum test data

B. Establish optimum testing procedures and conditions

OBJECTIVE

7. Extend project

A. Establish sibling schools

B. Formative Seminars with princpals on update of project

C. Presentation at national conferences

D. North Park School of Excellence Project Clip Sheets

E. Department Chairperson Seminars

NORTH PARK EFFECTIVE SCHOOLS PROJECT
1986-1987

GLOBAL GOAL

To provide a climate in which students will achieve regardless of background.

1. Provide a continuous in-service program for research.

ACTIVITIES	HOW	WHERE	WHEN	WHO
A. Conduct overview session with staff to explain total project.	1. Staff Dev. Meeting	North Park	10/6/86	Mrs. B. Fassig
	2. Planning Session	RESA	10/17/86 10/23/86	Steering Com.
A.1. Conduct development session	A. Update letters (to staff)	Conf.	10/24/86	Mr. Larry Miller
	3. Planning Session	RESA	11/6/86	Steering Com.
B. Dissemination of articles on current research (enter in Log)	1. Mailing	sent to N.P.	ongoing prior to seminar	Dr. M. Marockie
C. Selectively sending personnel to key conferences & reporting results to peers.	1. Conference Attendance			N.P. Staff 2 Teachers
D. Seminars w/Dr. Marockie conducted through RESA consultant on Correlates of Effective Schools	1. Seminars	Wilson Lodge	11/17/86 11/25/86	Dr. M. Marockie Dr. M. Marockie
E. On-site visitation & utilization of other identified effective schools beyond region.	1. Identified School Sites Visited	Identified Site	ongoing	Staff

2. Develop & implement school plan for parental support for policy development & implementation.

ACTIVITIES	HOW	WHERE	WHEN	WHO
A. Establish an active PAC	A. Select a representative committee: 1. Staff members 2. PTA 3. Attendance Areas 4. Comm. Chairs 5. At Large Com.	N.P.	11/20/86	Mr. Jon Duncan
B. Revise & write policies through comm. structure-involve sibling school w/consistent policies.	1. Staff analysis A. Review existing policies 2. Revise policy	N.P.	10/31/86 Begin process	Total Staff
C. PAC Policy Input	1. Review draft policy 2. Considerations/ modifications revised 3. Final writing			
D. Submit policies in parent induction sessions (involve sibling school) & to parents-in general when needed (upon request)	1. Establish on school time seminar (alt. times) 2. Mailing 3. PTA Meeting	N.P.	by end of January 1987	Sec./Staff

3. Develop an academic improvement plan.

ACTIVITIES	HOW	WHERE	WHEN	WHO
A. Test all students K-3	1. Use alt. form CTBS (K-2 consum.) & (3 non-consum.) 2. Inform parents (test brochure) 3. Give tests	N.P.	12/1/86 Parent Letter 12/8/86 Testing	Staff
B. Optimum climate for all testing procedures & conditions	1. Staff meets optimum testing rationale 2. At-risk students have special procedures 3. Pre-condition & practice 4. Monitor gridding 5. Monitor test pacing	N.P.	Week of 12/1/86	Staff

C. Use MAP process to align curr. w/ test data		N.P.	Week of 12/1/86	Staff
D. Establish a formative monitoring process for at-risk students.		N.P.	Week of 12/1/86	Staff

4. & 5. Develop & implement monitoring component (feedback)

ACTIVITIES	HOW	WHERE	WHEN	WHO
A. Build monitoring procedure to give feedback 1) Frequency of Response 2) Time on Task (indep.) 3) Quality of Reponse 4) Oral Reading Practice				
	1. Analysis of existing monitoring forms (set of criteria)	Off-site Faculty Session	December 1986	Mrs. B. Fassig Miss Ann Coleman Staff
	2. Present additional systems	Off-site Faculty Session	December 1986	Mrs. B. Fassig Miss Ann Coleman Staff
	3. Establishment of a standardized system (must be ratified)	Off-site Faculty Session	December 1986	Mrs. B. Fassig Miss Ann Coleman Staff
B. Build approach to give feedback to parents 1) Use system to report				
	1. Conduct interim parent conferences A. Format B. Specific Materials	N.P.	Tri-annually	Staff

	C. Report System			
	2. School Newsletter A. Student Names B. Adv. Information C. Format D. Mailed	N.P.	Ongoing	Principal & Staff

6. Increase learning opportunities for student by employing direct instructional models & concentrating on time-on-task concept.

ACTIVITIES	HOW	WHERE	WHEN	WHO
A. Build direct instructional concept through seminar.	1. Seminar	Wilson Lodge	11/17/86 11/25/86 12/22/86	Dr. M. Marockie
B. Utilize reading & math program that employs a direct instr. model.	1. Models	RESA	January 1987	Dr. M. Marockie Central Staff Supervisors
C. Constant awareness of time available to teach.	1. Student/Teacher Time Monitoring	N.P.	Ongoing	Classroom Teache Miss Ann Coleman Mr. Jon Duncah
D. Constant reinforcement of hrs./min. instructional time	1. Articles (faculty) 2. Incentive System	N.P.	December/ January 1986-1987	Dr. M. Marockie
E. Reducing transition time periods	1. Sponges in seminar 2. Rules established by staff	N.P.	December/ January 1986-1987	Dr. M. Marockie N.P. Staff
F. Analyze content of materials for relevancy	1. Book Analysis Book/Subject Analysis 2. Deletion Sheets	N.P.	Ongoing	Miss Ann Coleman/ Classroom Teache Mr. Jon Duncan
G. Evaluate necessity of interruptions 1) Pullout program 2) Announ., Visitations	1. Utilize an observation interruption sheet	N.P.	December/ January 1986-1987	Miss Ann Coleman Classroom Teache Mr. Jon Duncan

7. Extend project.

ACTIVITES	HOW	WHERE	WHEN	WHO
A. Establish sibling school.	1. Planning Session	RESA	10/24/86	Steering Committee
B. Establish informative seminars w/ principals on update of progress.	2. Provide data update by J. Duncan & B. Lassig in seminar setting	To be Announced	To be Announced	Steering Committee
C. Do presentation at a national conference.	3. To be Announced	To be Announced	To be Announced	Steering Com. & N.P. Staff
D. Clip sheet	4. To be Announced	To be Announced	To be Announced	Steering Com. & N. P. Staff
E. Elementary Department Head-2 seminars-collegial information	5. To be Announced	To be Announced	To be Announced	Steering Com. & N. P. Staff

PART II

PROCEDURES AND RESULTS

IMPLEMENTATION OF BASIC RESEARCH STRANDS

North Park School is a small primary school in Wheeling, West Virginia. The school has five teachers, one ECE teacher aide, 108 students, and one principal. It is a flexible, open school, and the fact that this school is open has contributed to the success of the project.

The March, 1981, CTBS scores were low and North Park was targeted for improvement for the 1981-82 school year. In May, 1981, the principal began discussing with the RESA VI Research Coordinator possible variables that attributed to the low test scores.

Effective Schools and Effective Teaching research was first introduced to the Ohio County administrative staff at a tri-county education conference sponsored by RESA VI.

Both the Research Coordinator and the principal reviewed the research material dealing specifically with the areas relating to effective schools and student achievement. After the research had been thoroughly studied by the principal, she and the Research Coordinator met to determine which components from the research could appropriately be implemented at North Park School for the 1981-1982 school year. After much discussion and review, four basic strands from the effective schools research were selected for implementation in the pilot setting. Those strands were: structured learning environment, academic feedback, high teacher/high student expectations, and time as a factor in learning.

We will concentrate on these four strands in the following sections, as we state the targeted area, method of improvement, and impending results.

Several factors present in the school environment were targeted for each of the four strands.

FIVE CORRELATES OF EFFECTIVE SCHOOLS RESEARCH

I. STRONG INSTRUCTIONAL LEADERSHIP is defined as leadership, usually emanating from the principal, which gives direction, emphasis, and support to the school's instructional program.

II. KEY CONCEPTS FOR POSITIVE SCHOOL CLIMATE

1. Agreed-Upon Written Philosophy and Goals
2. Safe And Orderly Environment
3. Positive Place For Working And Learning
4. Well-Maintained/Attractive Building
5. Spirit of Cooperation and Communication
6. On-Going Commitment To School Improvement

III. EMPHASIS ON ACADEMICS

"Schools that are highly effective emphasize that learning is the primary purpose of the school and that student achievement takes priority over all other activities."

IV. HIGH EXPECTATIONS is defined as expectations which reflect a belief that all children can learn and the staff can assist all students to learn.

V. FREQUENT MONITORING

Schools that are highly effective in enhancing student achievement have a firm commitment to thorough and frequent monitoring of student performance, staff performance and program effectiveness.

STRUCTURED LEARNING ENVIRONMENT

- Room Structure
- Supplies
- Lesson Plans
- Heterogeneous Grouping
- Pre-ReTeach Cycle
- Priority Skills

Structured environment is a deliberate ordering of placement of students, materials, equipment, furniture, and other resources to produce maximum efficiency in utilization of the environment. The Structured Learning Environment was specifically designed to increase student achievement. This includes the organization of the school and instructional practices.

Room Structure

Existing Condition

The structure of the furniture and equipment within the classroom was analyzed for efficient use of space and fluid movement from one activity to another. Teacher desks were the focus of attention by their center position in the front of the class. Student desks were back and away from the center instructional area. Much wasted space existed toward the sides of the classroom, yet students were seated in straight rows that extended to the back of the class. Many holiday displays with vibrant colors were hung around the room.

Remediation

1. Teacher desks were moved to the back corners of the class. They were to be used as a "storage place" for materials and not a "teaching podium."

2. The removal of the desks cleared a large space in the front of the class. This space was lined with masking tape on the floor, so that students could be seated directly in front of the board. No furniture is in this area to block the direct view of boardwork.

3. Desks are arranged in a U-shape surrounding the above-mentioned lined area. More students are given a front row seat and the teacher finds herself the center of a "theatre-in-the-round."

4. The teacher is up and moving about the class, so that all students are within touching distance and work is easily viewed. With such proximity, the student is given much personal feedback. Discipline problems decline when the teacher is so close at all times.

5. Space toward the sides of the classroom was turned into areas for learning workshops, where students worked on independent spelling, writing, reading, and math skills through a variety of auditory, visual, and tactile modes.

6. Wall space and bulletin boards were used to display material necessary for instruction. Class rules, workshop assignments, phonics cards, and student compositions became daily inspirations for the children. Holiday displays were limited to the hall bulletin boards, lunchroom, and other common areas.

Results

Students received more direct attention. Teachers spent more time engaged in active instruction. Teachers began to regard bulletin boards as important, instead of a decorating problem. Discipline problems decreased schoolwide (see Expectations, Part C). More instructional activities of value were found in space formerly occuped by furniture.

Supplies

Existing Condition

Paper, extra pencils, overhead projectors, and similar items are instrumental to the success of a lesson. These supplies were stored in rooms far from the use of the classroom teacher. The teacher would physically need to leave the class to obtain needed materials or submit a requisition to the secretary. Such red tape often resulted in unnecessary delays and an interrupted phase in the educational process.

Remediation

1. Room arrangement was set to accommodate space for supplies to be stored within the classroom. The materials were then within easy reach for the teacher. Instruction was not interrupted to obtain supplies.

2. Individual blackboards were located in the front of the class to provide an alternative to paper for those times when writing is required in practice drills.

3. Each student was required to have their own supply of pencils, red checking pencils, crayons, and scissors. Extras were provided in designated areas of the room and the children knew that they may "borrow" without interrupting the teacher. A "puppy-dog" can of pencils held ten extra pencils in the front of the room. Another can held red checkers. A "crayon can" served as a place for lost crayons, and was set on the back shelves. Writing paper was located in a drawer in one of the "workshop tables."

4. Glue, art paper, and all possible needed items (counting sticks, yarn, science materials) from the varied content areas were stored on shelves in the back. This may not enhance the appearance of the room, but if stored in attractive, contact-covered boxes, and organized neatly, their usefulness outweighs any decorating problems.

Results

Teacher "time-on-task" was increased and students' attention was not diverted from instruction. The office became a place of work and not a meeting place for teachers. The secretary had more time to do her assigned tasks. In addition, supplies were in better condition as teachers assumed personal care for these items and no longer felt that they were community property.

Lesson Plans

Existing Condition

Lesson plans in our school were required to be complete and easy to understand. They needed to contain objectives, procedures, and evaluations, and were to be stored in notebooks on the top of the desk, so that a substitute teacher could easily find them. Each teacher wrote their plans on notebook paper. Handwriting was often illegible or confusing. Each teacher assumed a different format for the plans, and many complaints were heard about the hours spent writing lesson plans so that procedures were clear and in detail.

Remediation

1. A solution was sought that would put an end to the hours of work and yet still produce detail in the plan. Teachers met and discussed a format which combined the best of each teacher's planning outline. The teachers resisted a uniform plan which was consistent from room to room. They felt that this would not account for the diversity in grade levels or allow their own creativity and individualism to show.

   Therefore, teachers put together a form which can vary from teacher to teacher, but has many objectives and procedures listed with blank spaces underneath. Teachers can check the objectives and procedures which apply for that day. Any extra notes or instructions can be added in the blanks. An evaluation page was used to critique the day's work. It contained room for the names of students who were deficient in a skill area, and was used to prescribe workshop assignments. This evaluation form was later shortened to a section on the end of the planning form.

2. Subject areas were separated and each subject had objectives, procedures, and evaluations. It was easier to monitor progress in an individual subject through this separation.

3. Lesson plans were done on a weekly basis. Workshop assignments were done on a weekly basis. Either could be changed as needed during the week.

Results

Teachers were more organized. Lesson plans were completed weeks in advance because of their simplistic format. The advance organization led to better planning in priority skills, curriculum deletions, and other areas.

Substitutes found our building to be an enjoyable place to work. Materials were easily available and plans were easily understood by any member of the staff. They were able to record their results in the evaluation section, although most still left a "letter to the teacher" to inform her of the day's activities.

Heterogeneous Grouping

Existing Condition

Students were grouped in reading and math according to ability. A classroom would often contain five different ability groups, each reading in a separate book and working on varied skills. Each group also required a separate lesson plan. A teacher would often have to write 13 lesson plans for one day - five for reading (high group, high average group, average group, low average group, low group), five for math (same groupings), plus science, social studies, and health.

In addition to this planning nightmare, students were sometimes put into a group that didn't exactly fit their needs. Perhaps everyone in the group was slower or more advanced than they were in a skill area. And, as always, everyone knew who was in the "low" group. Teachers spent one-fifth of their morning in direct instruction with each group. Four-fifths of student time was spent engaged in seat work assignment.

Remediation

1. A reading program was adopted which emphasized heterogeneous grouping. The entire class would be pulled together for 20 minute sessions of direct teaching. The students would sit close as the teacher conducted a fast-paced, intense lesson at the board. The next 20 minutes would find students working at their desk with the teacher still leading the lesson in an efficient manner. Finally, students would work at independently-assigned workshop locations on a skill diagnosed through monitoring as a priority need. At this workshop time, the teacher would work with, not a low group, but any student who was low in a specific skill area. The children who needed this individualism varied as much as the skill itself.

2. The teacher often put high achieving students in groups with lower students to review a skill and foster a peer-teaching environment.

Results

Students were not labeled as slow learners in all areas. Many "high students" required teacher attention in specific skill areas as well, or were included in a group for review and enrichment. Teachers were able to focus energies onto one lesson and spend a greater amount of time in direct contact with all students in the lesson. The entire class became more focused and energized by the new arrangement.

Pre-Teach and Re-Teach Cycles

Existing Condition

Students were given mastery tests at the end of a chapter or section of a book. At this time, a student who did not pass the test was given extra work before a second test was administered. Student problems were often overlooked until the test. Slower students lagged behind for chapters at a time.

Remediation

1. A pre-teach cycle was established where students were instructed in basic skills during the workshop section prior to the direct teaching of the skill. In this way, students were allowed to feel successful and to feel that they were "one step ahead" of the regular students in the class. A feeling of success is often contagious from child to child and skill area to skill area.
2. Students were monitored during the class to diagnose who was in need of a re-teach cycle. Decisions about pre-teaching were based on past performance and individual monitoring.
3. Student deficiencies were remediated in daily small-group re-teach times which occurred during workshops.

Results

Students felt more successful than in previous teaching modes. Mistakes were caught, corrected, and skills reinforced on a daily basis.

Priority Skills

Existing Condition

Student skills were taught during the assigned time. When the time was over, the teacher had to switch to another content area, regardless of whether the student had grasped the concept. Skills listed in the text were stressed. Assumptions were made that the text could be the solitary source of needed skills.

Remediation

1. A program of priority skills was established. Standardized test scores were analyzed for deficient skill areas. These skills were assigned to the school on a monthly basis.
2. A testing process was assigned on a monthly basis. Gridding, multiple choice, fill in the blanks are some of the examples assigned on a monthly basis.
3. Management tests were given at regular intervals in the reading program. The skills in this program were correlated with the reading program. The math program had a similar test program.
4. The students who were found deficient in any of these areas were taken aside during science and social studies time to receive extra help. The county philosophy stresses reading and math skills before "enrichment" areas.

Results

Stressing the basics is important in the primary schools. The extra time spent on reading and math skills will help give students the extra support needed for standardized test scores and success in other areas.

SECOND GRADE TEST SCORE ANALYSIS

SECOND GRADE COMPARISON TO THIRD GRADE 1986 SCORES

Item Analysis
-RRS-

ITEMS NEEDING IMPROVEMENT
PRIORITY LIST
NEGATIVE RANKING

		Loc-Nat Right
Obj. 15		
Medial Vowels		-2
	Long I	
Obj. 32		
04	Main Idea	-13
Obj. 37 - Vowel		
07	Dipthong	- 5
09	Irregular Spelling	- 1
17	Vowel + Consonant + E	- 6
Obj. 38 - Structural Units		
22	Adding - Change	-19
Obj. 39 - Pron I/Nouns/Adj.		
10	Month	- 2
Obj. 49 - Sentence Patterns		
25	Statement to Question	- 4
Obj. 57 - Add Whole Numbers		
04	Two Digit + One Digit	- 9
08	- 2 Two-Digit	- 1
Obj. 68 - Numeration		
04	Recognize Numbers to 1000	- 5
06	Word Names to 100	-10
Obj. 73 - Geometry		
21	Rectangles	- 1
Obj. 82 - Physics		
13	Technology - Record Player	- 4
Obj. 87 - History		
15	Time Cognition	- 2

Item Analysiss
-RRS-

ITEMS NEEDING IMPROVEMENT
LOW POSITIVE RANKING

		Loc-Nat Right
Obj. 13 - Cluster or Diagraph/Words		9
01	Initial Cluster, Fr.	9
05	Final Cluster, Nk	1
06	Final Cluster, NT	6
Obj. 14 - Sight Words		8
25	Verb	5
26	Noun	4
28	Noun	1
Obj. 31 - Character Analysis		
01	Feeling	8
Obj. 32 - Main Idea		
19	Main Idea	1
Obj. 36 - Consonants		
10	Variant Letter	5
23	Variant Letter	7
Obj. 37 - Vowels		8
01	Vowel + Consonant + E	4
03	Long Combination	5
14	Irregular Spelling	5
Obj. 41 - PRD/QSTN MK/EXCL PT/COM		
20	Question Mark	2
09	Correct Sentence	9
Obj. 47 - Verbs		
15	Agreement	10
Obj. 49 - Sentence Patterns		9
24	Statement to Question	7
18	Subject	9
Obj. 57 - Add Whole Nos.		
01	-3 One Digit	10
Obj. 59 - Subtract Whole Nos.		
11	Two Digit - One Digit	1
19	Two Digit - One Digit	0

Obj. 68 - Numeration		
29	Sequences - Odd Nos.	7
Obj. 71 - Problem Solving		
01	One Step Whole Nos.	1
Obj. 80 - Zoology		
07	Animal Characteristics	6
09	Fundamentals/Life of Frog	2
Obj. 81 - Ecology		
04	Bio- Environ Interaction	8
05	Biological Interaction	0
Obj. 82 - Physics		
08	Fundamentals/Free Fall	2
Obj. 83 - Chemistry		
02	Structure/Atomic	9
12	Physical Properties	9
25	Fundamentals/Food as Fuel	3
Obj. - Histroy		9
06	American History	5
Obj. 88 - Political Science		
05	Democ Process/Values	0
Obj. 89 - Sociology		
07	Basic Concepts	10
08	Basic Concepts	1
23	Basic Concepts	4

3RD GRADE RESULTS
(6/86)

2ND GRADE RESULTS
(1/87)

	%L-N	LOCAL %COR		RIGHT %L-N	COUNTY %COR
Vocabulary	13	70	+19	24	89
Same Meaning	14	76	+15	25	91
Unf. Wds. in Context	22	72	+13	23	85
Spelling	20	80	same	16	80
Consonant	20	79	+4	21	83
Vowels	16	79	-3	08	76
Struct. Units	26	80	+2	19	82
Language Mechanics	15	73	+9	26	82
Capitalization	15	73	+13	29	86
Adj. - Adv.	12	88	+6	23	94
Sent. Structure	25	71	+11	14	92
Sent. Formation	23	63	+27	19	90
Math Computation	05	85	-3	15	82
Add Whole Nos.	02	83	+4	15	87
Two Digit	03	89	+5	17	94
Three Digit	-15	90	+10	30	100
Problem Solving	03	84	+11	17	95
One Step - Whole Nos.	11	76	+18	01	94
Approp. Sent.	08	92	+2	24	94
Measurement	04	83	-7	18	76
Geometry	23	79	+6	14	85
Cube	-01	86	+14	29	100

3RD GRADE RESULTS
(6/86)

2ND GRADE RESULTS
(1/87)

	%L-N	LOCAL %COR		RIGHT %L-N	COUNTY %COR
Social Studies					
Section	13	63	+19	18	85
Geography	18	67	+18	25	95
Maps	26	68	+26	33	94
Resources/ Pollution	25	75	+13	22	88
Economics	-07	57	+36	25	93
Employment	-01	36	+46	25	82
History	15	54	+7	09	61
Am. Hist.	24	55	+16	05	71
Time Cognition	05	72	-13	20	59
Political Science	10	66	+25	20	92
Basic Concepts	13	78	+22	41	100
Democratic Process/ Values	24	69	+24	0	94
Sociology	15	74	+12	13	86
Situational Knowledge	21	75	+25	24	100

ACADEMIC FEEDBACK

Grading - The Positive Approach

Interim Forms and Conferences

Computer "Diagnostic-Prescriptive" Program

K-3 Testing Program

Monitoring Sheet

Feedback is a crucial part of any educational process. Parents want to be aware of school activities. Students wish to be informed of their progress. Teachers and principals need to have readily-accessed information on class and school status. An effective school not only realizes the value of feedback, but places an emphasis on feedback of a positive nature.

Grading - The Positive Approach

Existing Condition

Students papers were graded with an "x" beside incorrect answers. Teacher comments consisted of "messy, poor work," etc. All work was graded by teachers who often complained of a work overload. Students often worked hard on a paper, only to see it marked over with red marks.

Remediation

1. Teachers were instructed to mark a checkmark beside correct answers. The correct answer could be written beside an incorrect answer, but no "x's" were to appear beside the incorrect answer.

2. Comments on papers are to be of a positive nature: "Good work - be a little neater - you have been trying."

3. Students could proofread their own papers with their red checking pencils. This allows them to see their mistake, circle it, and correct it with a red checking pencil.

Results

Student reaction to papers was not one of dread, but of anticipation. The children felt recognized for their good work, which produced an incentive to do better. Teacher grading was reduced through proofreading.

Interim Conferences

Existing Condition

Parent conferences were held once a year, unless needed. The format for the conference differed from teacher to teacher.

Remediation

1. A uniform conference form was developed which listed reading and math skills and behavioral characteristics.

2. Uniform conference times were set up in mid grading period to let parents know of student progress all through the year.

3. Parents were informed of progress in basic skills through computer generated report forms.

Results

Parents felt better informed about school events on a regular basis. Thus, they became more supportive and cooperated more actively in their child's education.

Computer Diagnostic-Prescriptive Program

Existing Condition

Teachers graded many skill papers and recorded the grades on progress cards. If the student failed a test, then the repeated grades were listed. Again, this entailed extra paperwork for the teachers, and parents had no access to the teacher charts unless specifically requested.

Remediation

1. A computer program was written and implemented which listed the skills and objectives of each grade level.
2. Students were trained to take their tests by coloring in boxes on computer cards. Each child was assigned a computer number and trained to grid that number on the computer card.
3. The teachers were trained to feed the cards through a card reader. The computer then graded and recorded their test scores.
4. Printouts were produced on a quarterly basis for parental review. Carbons were kept in the child's file. The parents signed and returned the original copy.

Results

Teacher time was made available for planning, not grading. At the flick or a button, the teacher could produce a printout of each child's individual status or a class profile. These profiles could be produced item by item or on a percentage basis. Scores were readily updated and available.

K-3 Testing Program

Existing Condition

Teachers taught the subjects designated for their grade level. They taught in a sequential order, chapter by chapter. All classes covered the same work and completed the same projects. Standardized testing occurred during the student's final semester at North Park School.

Remediation

1. Each grade was pre-tested during the beginning of the year with an alternate form of the same test used in grade 3.

2. Test results were analyzed and curriculum adjusted in all subject areas to meet the needs of the individual classes. Chapters were no longer taught in sequence, but correlated with other classes' schedules for filmstrip availability, etc.

3. A post-test was conducted at the conclusion of the year to measure student progress and evaluate techniques used to remediate deficiencies.

Results

Teachers were provided with a concrete picture of what their specific class needed. Unnecessary concepts were not stressed and more important skills were stressed, as shown by the test.

Diagnostic-Prescriptive Monitoring Sheet

Existing Condition

Students completed written work which was graded and recorded. Oral responses, the participatory quality by which teachers often evaluate comprehension levels, can be difficult to accurately record in the form of a grade. Participation rates are often difficult to monitor and remember during the course of a busy day.

Remediation

1. A series of monitoring forms was first developed to record the student participation rate (Feedback Response Sheet), the quality of answers (Academic Feedback Response Sheet), and participation in oral reading (Oral Reading Sheet). In addition, another form was developed which prescribed workshop assignments and who should be involved in a pre-teach or re-teach cycle on a specific skill. The fifth monitoring sheet to be used daily in the class recorded time on task in workshop situations. Three or four children were observed in workshops, and for every minute spent engaged on task they received a slash through a circle.

2. All of the above forms were combined into one sheet - the Diagnostic Prescriptive Monitoring Form. Sensitized to contain a school copy, a teacher copy, and a computer copy, the form allows the teacher to record skills, method of remediation, and method of diagnosis all in one place. The method of diagnosis is circled when the skill has been remediated. Several children are observed each day so that it does not become an overwhelming job for the classroom teacher. The following pages contain samples of these forms.

Results

Teachers feel that their time and effort can be spent teaching, remediating, and effectively monitoring. Less time is spent in filling out forms. Yet all information is available to them as before.

An interim report will be prepared four times during the year. It will be sent to the parents in the middle of each grading period.

The interim report will be used along with test scores, packets of graded work, and management sheets to conference parents.

NORTH PARK PRIMARY
INTERIM REPORT
K-3

Name__________________ Teacher_____________ Date_______

Attendance:	1	2	3	4
Days Absent				
Tardy				

Key: S-Satisfactory N-Needs to improve
N-Not Applicable

	S	N	NA
LANGUAGE ARTS			
Identifies wall cards, sound, and spelling			
Sounds and blends independently			
Listens and follows directions when working in Workbooks			
Reads orally with a minimum of assistance			
Comprehends what he/she reads			
Accomplishes assigned task during workshop			
Listens attentively during whole group instruction			
Written work is done neatly and carefully			
Spells assigned words correctly			
Writes short compositions independently			
Returns homework on time			
Required book reports __ Completed__			
HANDWRITING			
Printing __			
Cursive __			
WORKBOOKS			
Compositions			
Homework			
MATH			
Recognizes numerals			
Counts and writes numerals			
Addition			
Subtraction			
Multiplication			
Division			
Place Value			
Money			
Time			
Listens attentively during whole group instruction			
Work is done neatly and accurately			
Returns homework on time			

Conference Needed____

BEHAVIOR AND ATTITUDES

Yes		N
○	Has own pencil and red marking pen	○
○	Takes care of books and materials	○
○	Puts materials in proper place	○
○	Good listener	○
○	Raises hand	○
○	Friendly to peers	○
○	Friendly to other teachers	○
○	Consistent neat work	○
○	Quiet in class line	○
○	Homework completed	○
○	Good restroom manners	○
○	Good cafeteria manners	○
○	Keeps area neat around him/her	○
○	Responsible for actions	○
○	Tattles excessively	○
○	Out of seat too much	○
○	Too many "I can't do it."	○
○	Argues with peers	○
○	Disrespectful to adults	○
○	Restless during instruction	○
○	Chatters to neighbors excessively	○
○	Discipline problem when teacher leaves room	○
○	Distracts or disturbs others	○

COMMENTS. . .

DIAGNOSTIC MONITORING SHEET

All students must master the basic skills of reading, speaking, and writing, as well as to use numbers and symbols. A learner-centered approach should be used to give direction to growth and development. Diagnostic-prescriptive approaches, based on the identification of skills and deficits, are necessary for continuous learning and progress.

The classroom management system centers around three instructional procedures: Initial presentation, workshop, and reinforcement. Skills for initial presentation, workshop, and reinforcement should be listed on the monitoring form each day along with the name of each student. Mastery of a skill by a student is shown as a + sign. A deficiency of a skill by a student is shown as a - sign.

From the diagnostic monitoring sheet the teacher can determine those students that will benefit from preteaching, reteaching, and enrichment of skills that have been taught. By looking at the pluses and minuses in the columns each day you can determine which students have or have not participated in which skills.

FEEDBACK RESPONSE SHEET

SCHOOL______________________________ GRADE__________________

TEACHER_____________________________ DATE___________________

	called on during:					
STUDENT NAME	DI 1	WS 1	DI 2	WS 2	DI 3	WS 3

FEEDBACK RESPONSE SHEET

SCHOOL______________________________ GRADE_________________

TEACHER_____________________________ DATE__________________

called on during:

STUDENT NAME	DI 1	WS 1	DI 2	WS 2	DI 3	WS 3

CHECKSHEET FOR ORAL READING

The checksheet for oral reading is used to record students who have orally read. It is used to assure equal opportunity for each student.

The student's name is listed on the chart with the date. A check mark indicates student participation. Each day the chart is used the teacher quickly looks to determine which student needs to be called upon.

A plus sign beside the check mark indicates mastery of selection. A minus sign indicates a deficiency.

TEACHER ______________________

INTRODUCTORY CHECKSHEET FOR ORAL READING

STUDENT NAME	ORAL READING DATE	ORAL READING DATE	ORAL READING DATE

This type of checklist is the beginning step in applying effective teaching research in the classroom. The teacher has a very easy way to illustrate contact and response opportunity with each student in class. This form may be adapted to other uses as the project develops

RFC - 10/4/83
OPEN COURT INTERMEDIATE GRADE PROJECT
WOODSDALE/STEENROD SCHOOLS /NORTH PARK

PRE-/RETEACHING/ENRICHMENT

The preteaching, reteaching, and enrichment system is used to structure skills or that students are reinforcing previously taught skills. This is accomplished at his/her own level for future independent use.

The teacher will evaluate the basic skills monitoring sheets to prescribe students requiring pre-teaching, reteaching, and enrichment activities. Assessment tools such as management tests, checklists, progress charts, spelling tests, CTBS tests. and monitoring sheets will be used to diagnose students needing further development or enrichment. Selection of students for instruction will be on the basis of their needs.

WEEKLY SCHEDULE

SCHOOL ____________ TEACHER ____________ GRADE ____________

PRETEACHING

DATE	DATE	DATE	DATE	DATE
TASK	TASK	TASK	TASK	TASK

ENRICHMENT

DATE	DATE	DATE	DATE	DATE
TASK	TASK	TASK	TASK	TASK

ANOTHER PART WILL BE ADDED FOR RETEACHING.

48

49

DIAGNOSTIC MONITORING SHEET
BASIC SKILLS K-3
PRESCRIPTIVE RETEACHING PROGRAM

SKILL.....										
DATE										

✓ When skill is needed

⊘ When mastery is shown

Objective: The purpose of the Time On Task Form is to enable the teacher to observe and record the minutes each preselected student has been engaged on a task.

Procedure:

1. One to eight students will be selected. Their names will be written on the blanks provided.
2. Record the date on the blank provided.
3. Record the name of the task being observed.
4. Mark a line through the circle for each minute of time the student is observed working on the required assignment. Each circle not marked with a slash will indicate one minute the student has not been on task.

Evaluation:

1. This data will be used to alert the teacher to material that may need reviewed.
2. This data will be used in parent conferences.
3. This data will help the teacher evaluate patterns in the students grade report.
4. This data will be used to evaluate the strenghts and weakness of workshop assignments.

TIME ON T[illegible] PROFILE

SCHOOL____________________ TEACHER____________________ GRADE____________________

DATE____________________ TASK____________________

____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DATE____________________ TASK____________________

____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DATE____________________ TASK____________________

____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DIAGNOSTIC MONITORING SHEET

The following monitoring sheet was developed through the North Park Effective Schools Project. The instrument represents a composite or correlation of several different monitoring tools utilized over the past three years.

During the development of the Diagnostic Monitoring Sheet several revisions occurred. The revisions came about through the teachers using the instrument in the classroom. The teachers suggestions were then discussed in working meetings held after school. Then with relevancy and teacher-time being the main focal points, the final instrument was produced.

The data collected through the use of the Diagnostic Monitoring Sheet addresses the effectiveness of instruction, the target goals of the county and most importantly, the development of the students to their ultimate potential.

GUIDE TO MONITORING SHEET

WK. OF - date

TARGET SKILLS - a brief description of Learning Outcomes, CTBS Skills and Basic Skills.

Note: Content K-3 relevancy is addressed through the identification of the "Target Skills" as they appear in the teacher's (lesson) planning.

Through the process of identifying Learning Outcomes, K-3 Basic Skills and CTBS Skills the school has made a direct impact on "Content Relevancy" as it pertains to Language Arts and Mathematics.

DISCRETIONARY SKILLS - those skills which the teacher has identified as needing remedial review/or skills pertinent to the lesson which are not necessarily identified as a Learning Outcome, CTBS or K-3 Basic Skills.

NAME - use of initials or first name, last initial.

Note: There are 5 segments which are numbered. These segments will have five students names. During direct teaching and movement throughout the class the teacher will target these five students to monitoring their progress.

DAY - in this block you will denote the day of the week you monitor the student by numbers 1-5, 1 being Monday, etc. If in your opinion the student should be monitored an additional day, you will write the number of that day in the second half of the block.

Once you have identified the students to be monitored that day, you are not to ignore a student who is having obvious difficulty. Simply find that student's name on the sheet and note the weakness under the target skills.

DAY - (continued)

Note: Through the process of identifying Learning Outcomes, K-3 Basic Skills and CTBS Skills the school has made a direct impact on "Content Relevancy" as it pertains to Language Arts and Mathematics.

WORKSHOP INTERVENTION - in these blocks you will identify the method by which you will remediate the weakness.

WORKSHOP INTERVENTION CODE - identify the workshop.

DIAGNOSTIC CODE - this is simply the method by which you have identified a weakness. You will print the appropriate code in the "block" under the target skill in which the student had the difficulty.

PARENT CONTACT - when the student has experienced a disproportionate amount of skill weaknesses parent contact should be made. The method by which you attempted contact should be in this column.

SKILL MASTERED - once remediation has occurred the teacher will simply circle the block in which the weakness was identified.

DIAGNOSTIC MONITORING SHEET

WK. OF / /

WORKSHOP INTERVENT.

TARGET SKILLS —

DISCRETIONARY SKILLS

	NAME	DAY																				— TOTALS —	PARENT C	PHONE
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17																								
18																								
19																								
20																								
21																								
22																								
23																								
24																								
25																								
	TOTALS																							

White — School Copy

Canary — Teacher Copy

Pink — Computer Copy

WORKSHOP INTERVENTION CODE
P - PRE TEACH
R - RETEACH
E - ENRICHMENT

DIAGNOSTIC CODE
T - TEST
W - WORKBOOK
T.O. - TEACHER OBSERVATION
V - VERBAL
M - MANAGEMENT TEST
O.R. - ORAL READING

PARENT CONTACT CODE
P - PHONE
M - MAIL
C - CONFERENCE

SKILL MASTERED (T.O.)

Teacher ______________

Grade ______________

Class ______________

EXPECTATIONS

Discipline

Newsletter

PAC and Policy Ratification

School Handbook

The feeling a teacher has for a student's ability can actually encourage or inhibit that student's performance. The school may adopt the philosophy that "all children are capable of learning." We are aware that this often involves different rates of learning, yet they can still learn. High expectations can influence behavior, attendance, and academic performance.

Discipline

Existing Condition

North Park Primary has had a history of disruptive behavior. Children come from two distinct socioeconomic groups and frequent moving from school to school characterizes their academic history. The majority of our children are from one-parent homes and depend on state assistance programs for their income. We have worked thorugh social service programs and county programs to best meet the needs of our students.

Remediation

We feel that the overall drop in discipline problems is due to the following factors:

1. Assertive Discipline Form - At the beginning of each year a letter is sent home to the parents. It was created by the staff and shows the philosophy that we, as a staff, feel that discipline plays in our school. The letter lists our expectations and the steps that will occur if our expectations are not met. The parent is expected to discuss such steps with the child and together they sign the letter. Such steps ensure that the child will know what is expected and the parent will support our methods.

2. Consistent School Rules - Classroom rules are established, discussed, and posted. These rules are consistent from room to room. Therefore, the child knows what is expected of him or her from the first day of school. Lunchroom and playground rules have been established and are posted. All teachers on lunch or play duty abide by the same set of rules.

3. Consistent Discipline Methods - From class to class, the procedures for a warning, first offense, and second offense are the same. These are indicated by writing the child's name on the board (warning), adding a checkmark and removing him or her from ten minutes of recess (first offense), and adding a second checkmark, thereby requiring the student to miss the entire recess (second offense).

4. Referral to Principal - A child who shows consistent behavior problems can be referred to the principal by using Form #4. Not only does this method create a record to present to the parent, but it shows what action was taken by the principal, thus proving that he is aware of the problem and asking that he take appropriate action.

5. County Report - Our county requires that we account for major discipline problems on a monthly basis. These are referred to a counselor for handling.

Results

School percentages showed a 20% decrease in discipline problems from 1983 to the present. In 1983-84, 59% of the school population was tagged "disruptive" according to the above criteria. This percentage has gone down to 39% at present. Dramatic results were seen the first year of the program with disruptive children comprising a mere 28% of the school population.

Drops in individual class percentages were evident in three out of four classrooms. The kindergarten class began with an 11% disruption rate in 1983-84 and decreased to 0%. First grade has gone from 11% to 6%. Second grade has decreased from 8% to 0% over the four year period.

Third grade was the only grade that showed an increase. Interestingly, this was the class that had the 11% rate in 1983-84. Five students marked as disruptive had entered school as transfers after that time. Only one student remained from the 1983-84 kindergarten group, and he had transferred out of the school in 1984 only to return again.

Newsletter Form

Existing Condition

A school newsletter was produced monthly. It covered current school events and policies were announced in the letter. Teachers sent home newsletters from their classrooms. Some of these were sent home on a weekly basis, sometimes on a monthly basis. The inconsistency of a schedule prompted parents to wonder when they would next hear from teachers.

Some teachers chose to write several pages of news, some chose to write only a paragraph.

Remediation

1. Newsletter information has been due in the office on the 25th of the month. Information includes the names of children who have had perfect attendance, perfect scores on spelling tests, and who have put forth extra effort in a specific area.

2. Newsletters that come from the classroom teacher follow a format designed by the teachers that includes a section on each subject area. Titled with a catchy phrase, the class newsletter is attached to the back of the school newsletter.

Results

Consistency in scheduling lets parents know that communication exists on a regular basis. They know when to look for news and eagerly seek the names of the children they know.

INFORMATION FOR MONTHLY NEWSLETTER

(Due in office 25th of each month)

SOME IDEAS & ADD ANY THING OF INTEREST FROM YOUR POD

SPELLING 100%

ATTENDANCE 100%

POETRY & WRITING (STUDENTS)

BOOK REPORTS ABOVE REQUIREMENTS

SPECIAL POD ACTIVITIES

BIRTHDAYS

SPECIAL POD PROJECTS

WATCH THEM GROW!

NORTH PARK SKILLS REPORT

GRADE__________ TEACHER_______________ DATE__________

LANGUAGE ARTS

MATH

SOCIAL STUDIES

SCIENCE

SPECIAL NOTES

PAC and Policy Ratification

School Handbook

Existing Condition

North Park School had a relatively small and inactive Parent-Teachers Organization and no other organizations which required parental input. Parents were often unaware and thus unsupportive of school policies.

Remediation

1. A Parent Advisory Council was formed which all parents were invited to join. Several interested parents joined and were instrumental in policy review and clarification. Although no deletions could be made in county policy, additions could be made so that the policy was unique for our needs.
2. The Parent Handbook was developed with input from the PAC. It contains new policies on homework, retention, grading, and attendance.

Results

Parents felt that they had greater input into school decisions. The dissemination of a handbook resulted in easy access by all parents to phone numbers and policies. County and state policies were still followed.

NORTH PARK

PARENT ADVISORY COUNCIL

The North Park Parent Advisory Council was developed through a government grant for North Park Effective Schools Project.

Through Effective Schools Research and the expertise of our cooperating agency, RESA VI, the development of such an organization was seen as a way to enhance school-community relations and communication.

A steering committee was formed and general objectives for the Parent Advisory Council were established.

1. To recruit parents from the attendance areas which give a complete and representative composite of the school's population.

2. To encourage the P.A.C. representatives to exchange solid, constructive ideas and viewpoints which will enhance the program at North Park School.

3. To utilize this communicative tool as another method to disseminate information concerning the methods of operation and goals of the school.

4. To serve as a subcommittee of the P.T.A. in an advisory capacity.

5. The P.A.C. will meet five times per year. The first meeting being held within the first two weeks of school and the following meetings held on or near the ned of each grading period. Times and dates will be set by the principal.

   * Other meetings may be called when and if the principal deems necessary.

6. One member of the committee will be appointed by the principal to serve on the P.T.A. executive committee.

7. Any or all complaints which may be brought forth to a P.T.A. meeting will immediately be referred to the Parent Advisory Council who will meet with the principal to address the concern.

EXAMPLE OF A POLICY RATIFIED BY PAC

HOMEWORK POLICY

Homework is an integral component to the development of the student. It instills in the student a vital discipline; accountability. Homework will also enable the teacher, as well as the parent, to monitor the progress of the child. If a lack of mastery is noticed, follow-up remediation will occur.

This reinforcement of the skills taught in school will help your child master the competencies necessary for a solid foundation upon which their education will rest.

HOMEWORK

These recommendations are made to provide guidance to you on how to help your child complete homework assignments in the manner necessary for him or her to best learn the concepts being taught.

1. Establish homework as the first priority at your house. Everything else - TV, play, chores and sports - are secondary to completing homework requirements.
2. Have a designated homework/study space in your house that is free from distractions, such as, radio, stereo, pets, brothers and sisters, toys and windows.
3. Equip that place with erasers, pencils, rulers, dictionary, paper, paper clips and any other reference books you can afford.
4. Check the completion of homework, not the quality of it. The quality is a matter between student and teacher. Your responsibility lies in helping ensure it is done.
5. Provide your child with a suitable notebook for school that has a section for recording assignments as they are given.
6. The format for recording an assignment is: Subject, Date Due, Assignment.
7. Encourage time management. Assignments done first are those due first.
8. Use a larger desk calendar to record due dates for assignments and keep it in a visible place at the homework space.
9. Designate a book/homework/lunch/money/gym bag location in the house. Morning madness can be better controlled and fewer assignments will be forgotten at home.
10. Most homework is assigned to reinforce concepts already taught, not to introduce new concepts. Be careful when you answer questions that you don't undo good teaching by creating confusion and conflict. If your child doesn't understand the concept, after minimal explanation from you, write a note to the teacher asking him or her to reteach the concept to your child.

These suggestions are provided compliments of Ohio County Schools Counseling Services.

HOMEWORK

Homework at North Park Primary School serves many purposes aside from those previously mentioned. It establishes a sense of responsibility in the student and an awareness that the home believes in the importance of learning.

Thus, students at North Park will have some type of reinforcement exercises assigned to them Monday thru Thursday. Occassionally, there will be homework assigned over the weekend. However, this will generally be extensions of previous assignments.

When establishing a routine or discipline such as homework, there must be corrective measures when the students neglect their responsibility.

The following are measures which are used when students do not turn in homework assignments and have no reasonable excuse. Depending on the frequency the infraction occurs, the following applies...

1. No credit or positive grade will be given.
2. Student must make up the assignment at recess.
3. Student will do the assignment immediately after eating their lunch.
4. Student will be required to call home and explain the situation to the parent in the presence of the teacher.
5. Denial of privileges (extra curricular).
6. Student will be sent to the principal.
7. A conference will be held with the student, parent, teacher and principal.

The teachers at North Park do not intend on making homework burdensome on the student or the home. Therefore, assignments will be designed in a fashion which will enable the student to complete it in a minimal amount of time. Thus, the student will view the task as a positive one.

TIME AS A FACTOR IN LEARNING

Time on Task

Attendance and Care Calls

Transient Students

Direct Teaching

Observation/Interruption

At-Risk

K-3 Testing

Altered Curriculum

Basic Skills - MAPping

Time on Task

Existing Condition

Students must spend much time to master concepts of increasing complexity. A close look at the average school schedule shows that bathroom and drinks, assemblies, lunch money, announcements, holiday parties, and visitors occupy a large chunk of the time designated for learning. An effort was made to safeguard "learning time" from distraction.

Remediation

The emphasis of the "Time On Task Policy" is the utilization of every minute in some meaningful activity or experience for each student.

The foundation of constructive time enables each student to plan and carry out a specific task.

Time On Task can sharpen basic skills required for each individual student. Time is set aside for instruction in specific tasks or the reteaching of those tasks.

A sample of a meaningful task agenda from school arrival to the first class time allotment could involve certain procedures. These procedures could be clearly defined as the student hanging up his/her coat, sharpening pencils, preparing needed school supplies, heading certain papers, or saying the pledge to the flag. Rules must be implemented on a school-wide basis to allow for the smooth flow of these procedures. Such rules may include the following - Classes must begin and end on time. Also, that the teacher does not wait for every student before beginning a task.

Within a specific time allotment, the regular classes take form. This form focuses on direct teaching of the students in a workshop or independent session.

Continual observation, teaching, and/or feedback between teachers and students is necessary to keep time on task effective. A chart can always be incorporated into the Time On Task idea. For example, a teacher can choose two students and mark a chart for a limited session on the number of times the students remain on task. This can show how the student works or if the task is completed. A specific weakness can be strengthened in a preteaching, reinforcement, or enrichment session.

Results

Distractions were lessened and actual time spent teaching was increased. The following sections will detail how the specifics occurred.

Attendance

Care Calls

Existing Condition

Students were often absent from school without phoning the school in advance or sending a note afterwards. Absentee rates were high, which resulted in learning deficiencies.

Remediation

1. Project Care Call was instituted in our county. If the parent does not phone the school, the school phones home. Each teacher turns in their absentee list every morning and the office records the date, adult who is called, and reason for the absence.

2. School policy indicates that the parent must send a note with the child on the returning day to explain the absence.

3. Awards were given to perfect attendance and those who were close. In addition, students with perfect attendance were listed in the newsletter for all parents to read.

4. Letters are sent to parents and the board office upon excessive absences.

Results

Parents became more aware of their child's attendance record and knew that it would be noticed by school officials and parents of the child's peers as well. Attendance improved and accountability for absences became more thorough.

Transient Students

Existing Condition

North Park has a high transient rate. Students are from two distinct neighborhoods and two socioeconomic groups. Families frequently jump school boundaries and switch children from school to school throughout the year. This is a difficult factor to change, as the school does not control family circumstances.

Remediation

1. Special exemptions have been granted which allow families to attend our school even though they move out of district.

2. Efforts are made to arrange car pool situations that allow students to keep attending our school.

ATTENDANCE

We, at North Park Primary School, believe that every day and every class is crucial in the development of the child. These classes are the blocks to the foundation of your child's education.

Thus, it is important that every reasonable effort should be made for the child to miss an absolute minimal amount of school.

In compliance with the state and county guidelines the following attendance policy has been established at North Park.

1. Project Care-Call - When a student must be absent and the parent has not called the school, the school will call the home to verify the absence.
2. When a child has been absent on 3 separate occassions in a 9 week period a letter will be sent (Letter I) to the parents informing them of the dates of the absences.
3. When absences accumulate to 5 occassions or 10 days another letter (Letter II) requesting a conference will be sent to the parents with the intent of correcting the situation.
4. If no substantial reasonable solution to the problem occurs, and the absences accrue to 15 days, a third letter (Letter III) will be sent requesting a meeting with the parent. At this meeting school officials, including the county attendance officer, will be present.
5. If no improvement occurs the matter will be reported to the proper authorities.

LETTER I

Dear ______________________________:

This letter is to bring to your attention that ________________________ has missed school on the following dates.

Sept.________________________	Jan.________________________
Oct.________________________	Feb.________________________
Nov.________________________	March______________________
Dec.________________________	April______________________
	May________________________

If there is a discrepancy or if we may be of any assistance please do not hesitate to notify us.

Sincerely,

Jonathan H. Duncan, Principal
North Park Primary School

JHD/ljk

LETTER II

Dear ______________________________:

______________________________ has now missed school _______ days. I am sure you agree that this amount of time away from professional instruction can affect ______________________ progress.

For the benefit of all concerned, I would like to meet with you on ______________ at ______________ AM/PM to discuss a solution to our problem. If this date or time is not convenient please notify the school for rescheduling. Hopefully through this meeting ____________________ will understand the importance of regular attendance at school.

The dates below are the dates which we have noted as being days absent from school.

Sept.________________________

Oct._________________________

Nov._________________________

Dec._________________________

Jan.________________________

Feb.________________________

March_______________________

April_______________________

May_________________________

Thank you for your cooperation and continued support in building your child's education.

Sincerely,

Jonathan H. Duncan, Principal
North Park Primary School

JHD/ljk

LETTER III

Dear ______________________:

______________________ has now accumulated _______ days absent. Our efforts to correct the situation have evidently failed.

You are requested to attend a meeting at North Park Primary School on ______________ at ________ AM/PM to discuss these absences. ______________________ of ______________________ will attend this meeting to aid us in working out a solution to this problem.

Below are the absences accumulated to date.

Sept.______________________

Oct.______________________

Nov.______________________

Dec.______________________

Jan.______________________

Feb.______________________

March______________________

April______________________

May______________________

If you have any questions please do not hesitate to call.

Sincerely,

Jonathan H. Duncan, Principal
North Park Primary School

JHD/ljk

Results

Currently parents have, in some cases, chosen to have their child remain at North Park even though they have moved to another attendance area. During the first three months of the 1987-88 school year transfers out of North Park have been limited to 3 students and transfers into North Park total 9 students.

Direct Teaching

Existing Condition

The academic structure during language arts and math was set up in five ability levels. The teacher spent one-fifth of her time with the students, and they spent the remaining time doing seat work. Lessons were slowly paced and students were seated formally at a distance from the teacher.

Remediation

1. Teachers engaged in direct or "hot" teaching where students were seated close at hand (within touching distance) in a semi-circle around the center of the class. They were often pulled up on the floor within several feet of the board. Teachers conducted the lesson quickly and with intensity. Intermittent periods of workshop and writing work (teacher-directed) were conducted and reinforced through direct teaching sessions.

Results

Students paid closer attention to the lessons because the entire class was focused in a fast-paced, intense 20-minute teaching session. Behavior problems were lessened. Concept mastery improved through repetition and re-teach cycles, as well.

Observation/Interruption

Existing Condition

As explained previously in this section, announcements and interruptions take away from designated learning time. A class that is spending time on task begins and ends on time and does not allow non-academic distractions to occur.

Remediation

1. An observation sheet was developed to make teachers more aware of the waste which occurs during learning time. They recorded the number of interruptions per day, the nature of the message, and then rated the necessity or value of the interruption. When seeing the totals in black and white, teachers realized that too many things stopped learning from happening.

2. Assistance from the office was required to prevent phone calls from being taken during class, to stop unscheduled visitors from "dropping in" and to put messages in teacher mailboxes to be picked up after class.

Results

Once all had adjusted to the situation, teachers reported feeling more in control and organized. Learning time was increased and teachers did not have to put students back on track after a break in the teaching process.

At Risk

See At Risk Kindergarten Program Update on the following pages

The Observational Classroom Interruption Chart should demonstrate an effective technique of establishing what distractions can affect "classroom learning."

The following are the steps necessary to accomplish the effectiveness of the chart.

1. Make a list of possible distractions on the left-hand side of the chart.
2. Place dates across the top of the chart.
3. Designate a checkmark each time a distraction occurs to affect learning.
4. Record a total for each particular distraction.
5. Analyze and seek possible solutions to eliminate distractions depending on what or who is the cause.

The Observational Classroom Interruption Chart should be devised at the discretion of the individual teacher. The chart can be made for certain days or once a month, depending on the schedule and actual distractions that may be affecting the "classroom learning atmosphere."

WEEKLY OBSERVATIONAL CLASSR INTERRUPTION CHART

Key: Place a check mark each time an interruption occurs.

SCHOOL____________________ TEACHER____________________ CLASS____________________

CATEGORIES :	DATE	DATE	DATE	DATE	DATE
DISCIPLINE					
PARENT INTERVENTION					
AILING STUDENTS					
PRINCIPAL INTERVENTION					
CLASSROOM DISTRACTIONS					
HALL DISTRACTIONS					
ADDITIONAL COMMENTS					
TOTAL DAILY DISTRACTIONS					

Interruption/Observation Sheet

Tally Box-Morning

List Nature of Interruption	Importance	Comments
1.	5 4 3 2 1	1
2.	5 4 3 2 1	2.
3	5 4 3 2 1	3.
4.	5 4 3 2 1	4
5	5 4 3 2 1	5

Tally Box-Afternoon

List nature of Interruption	Importance	Comment
1	5 4 3 2 1	1.
2.	5 4 3 2 1	2
3	5 4 3 2 1	3
4.	5 4 3 2 1	4
5.	5 4 3 2 1	5

Ohio County Schools

2203 NATIONAL ROAD
WHEELING, WEST VIRGINIA 26003
(304) 242-3430

TO: Dr. Henry Marockie
Mr. Larry Miller

FROM: Mrs. Bonnie Pollock B.P.

RE: AT RISK KINDERGARTEN PROGRAM UPDATE

DATE: April 30, 1987

Students entering kindergarten lacking the necessary readiness skills often need additional instructional time to develop these skills. This study compares pre and post-test results in the three areas of cognitive maturation, social maturation and physical maturation of students at risk of failing who are participating in double kindergarten sessions as an intervention. A binomial expansion comparison reveals statistical significance in the two areas of cognitive maturation and physical maturation.

Elm Grove, Madison and North Park currently have a combined total of nineteen students in the At Risk Program, and all data was based on the combined experiences of these three schools.

RESULTS

The means and standard deviations were calculated for skills in three areas: cognitive maturation, physical maturation, social/emotional maturation. A binomial expansion comparison was performed on pre and post-test data and found to be statistically significant at the .000002 level and .01 level respectively in the following areas:

Cognitive Maturation
Physical Maturation

Social/emotional maturation increased, but not at a statistically significant level.

CONCLUSIONS

The increased time spent actively engaged in learning activities is validated as effective with this kindergarten population. By implication, the increased time components of pre-teaching, re-teaching and reviewing seems to be effective strategies. Although the issues of fatigue and routine adjustments were monitored, they appear to be of minor consideration given the overall positive outcomes of the intervention.

Enclosed you will find the following:

An individual data collection sheet used to rate students in the At Risk Program

Pre and post data sheet showing individual school and combined averages

Data collection graph

Kindergarten At Risk Composite

Kindergarten At Risk Results

BAP:bh

Enclosures

Copies to: Dr. Larry Jones
Mr. Jonathan Duncan
Mrs. Barbara Fassig
Mr. Roger Warren

Teacher ____ ______________________

Student ______________________________

	1st	2nd	3rd	4th
Cognitive Maturation				
Reading Readiness				
Sound Discrimination				
Visual Discrimination				
Wall Card Sounds				
Letter Recognition				
Letter/Sound Coordination				
Physical Maturation				
Alertness				
Gross Motor				
Fine Motor				
Health/Appearance				
Social/Emotional Maturation				
Peer Relations				
Behavior				
Independence				
Attendance Number days absent				

SCALE

Deficient Proficient

1 2 3 4 5

Send an updated xeroxed copy of this form to the Language Arts office by:

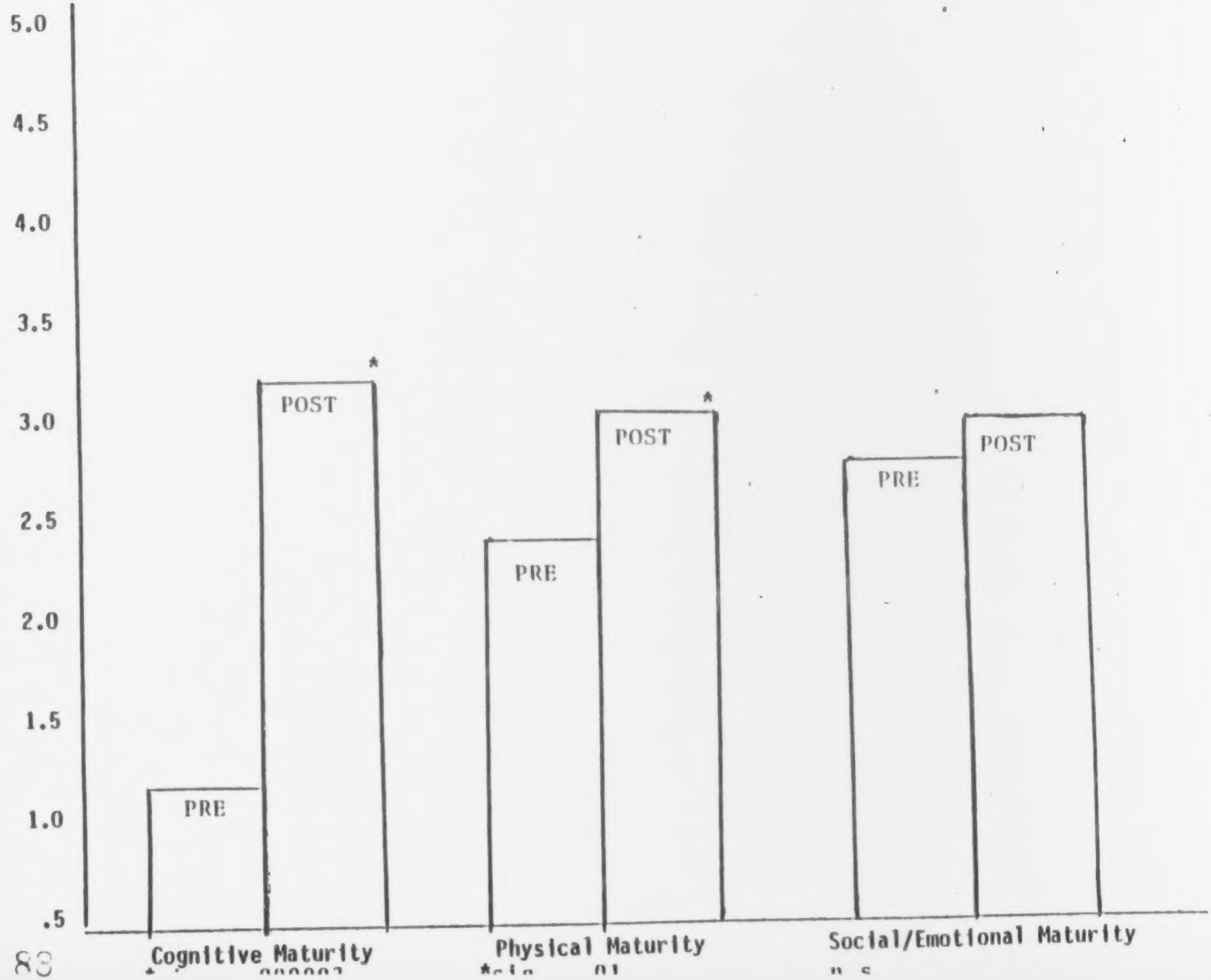
January 30, 1987
April 3, 1987
June 5, 1987

AT RISK INTERVENTION

DATA COLLECTION

COMBINED	1	2	3	4
Cognitive Maturity	1.19	2.49	3.11	
Physical Maturity	2.33	2.68	3.05	
Social/Emotional Maturity	2.69	2.80	3.01	
Attendance	4.5	3.68	3.94	

AT RISK INTERVENTION
DATA COLLECTION



KINDERGARTEN AT-RISK COMPOSITE

	Events	Reversals	sig.
Cognitive Maturity	19	0	.000002
Physical Maturity	19	3.5	.01
Social/Emotional Maturity	19	7	.18

	Cognitive	Physical	Social/Emotiona
Pre $\bar{x}_1$	1.19	2.33	2.69
Post $\bar{x}_2$	3.11	3.05	3.01
Absences	4.5	3.94	

KINDERGARTEN AT-RISK RESULTS

	PRE INTERVENTION	POST INTERVENTION	P*
COGNITIVE MATURITY	1.19	3.11	.000002
PHYSICAL MATURITY	2.33	2.69	.01
SOCIAL/EMOTIONAL MATURITY	2.69	3.01	.18
ABSENCES	4.5	3.94	

SCALE

DEFICIENT PROFICIENT

1 2 3 4 5

*BINOMIAL EXPANSION

K-3 Testing

Basic Skills

K-3 basic skills was discussed under Academic Feedback. Because test scores are used to alter the curriculum to fit individual class and school needs, we could also classify K-3 skills under Time As a Factor in Learning. More time spent on necessary items means less time wasted.

For more specifics, see the areas entitled K-3 Testing and Basic Skills in the Academic Feedback section.

Altered Curriculum

In the sections titled K-3 Testing and Basic Skills we have discussed how the results of the testing were used to alter the curriculum.

CONTENT RELEVANCY

Objective: The purpose of the Content Relevancy Form is to enable the school staff to identify priority skills in the school curriculum.

Procedure:

1. The staff will have previously reviewed recent test results and identified weaknesses to be stressed during the year.
2. With the above information in mind, the staff will review tests and workbooks, noting concepts which are taught.
3. Each concept will be listed and ranked within in priority or reinforcement column.
4. The item can be deleted if it does not remedy identified weaknesses. A reason for the deletion (see form) must be given.

Evaluation: This form will be used to help teachers select important items to be stressed in their lessons and to eliminate time spent on non-priority items.

FORM FOR CONTENT RELEVANCY

Date of text review________________

Name of text________________________ Level________________________

Subject________________________ Grade________________________

Circle level of importance of skill on page listed.

CONCEPT	PRIORITY	REINFORCEMENT	DELETE
	1 2 3	1 2 3	
	1 - extremly important test information	1 - direct reinforcer	1 - Write number of reasons under column.
	2 - moderate daily usage	2 - good reinforcer	2 - Too difficlut at this time.
	3 - least important direct knowledge expander	3 - indirect reinforcer	3 - Too time consuming. Takes time from other needed activities.
			4 - Material doesn't really add to time on task objective.
			5 - return to page at later date to teach.
			6.- other

PART III

PROJECT EXTENSION

SUMMATION

Project Extension

The seventh objective of the effective schools project is as follows:

> Extend training services to other school site administrators and teachers to replicate the developed project.

With the cooperation of feeder schools, the concepts of the project were extended within the boundaries of Ohio County.

The former principal of North Park School extended project objectives to her schools.

In addition, principal seminars were held reviewing the basic project objectives and steps for implementation in other county schools. Our superintendent has also presented the project to other administrations in conference format.

Through publication, we hope to inspire others to adapt our ideas to fit the personality of their school or to use what sections of the project suit their needs.

Summation

Through the efforts of a dedicated and devoted staff, the cooperation of our central office, and the services provided by Dr. Mary Marockie and RESA VI, North Park Primary School was successful in developing and implementing a viable Effective Schools Program.

The focal point of the project was student achievement. Through compiling and utilizing available data we were able to target areas felt to be directly related to student achivement:

ATTENDANCE - increased to above the national norm and maintained throughout the entire project (Project Care Call).

DISCIPLINE - substantial decrease in inappropriate behavior through revised discipline policy.

TIME - substantial increase in direct instructional time (Time on Task).

MONITORING - Learning Outcomes, Basic Skills, and identified Achievement Test weaknesses addressed daily (Diagnostic Monitoring Form and Basic Skills Workshops).

COMMUNITY RELATIONS - increased percentage of parents actively engaged with the school (Parent Advisory Council).

TEST SCORES - increased test scores noted for students tenured through the program.

The core of our success lies not in the chair behind the desk but with the "teacher" up in front of the class.

Using a W.I.T. (Whatever It Takes) attitude, the staff compiled the necessary data, diagnosed deficiencies, and implemented remedial interventions which were realistic.

PART IV

FOR YOUR USE

The following pages could be followed by a school seeking a procedure for implementation in their setting. It is a schedule of how implementation occurred in our setting.

1. Stage 1 - General Implementation
2. Implementation of Four Research Strands
3. Stage 2 - Staff Development
4. A possible month-by-month breakdown
5. Follow-through Plan
6. Stage 3 - Second Year Plans

INTRODUCTION

PROJECT BACKGROUND

North Park School is a small primary school in Wheeling, West Virginia. The school has six teachers, one ECE teacher aide, 120 students and one principal. It is a flexible, open school and the fact that this school is open has contributed to the success of the project.

The March, 1981, CTBS scores were low and North Park was targeted for improvement for the 1981-1982 school year. In May, 1981, the principal began discussing with the RESA VI Research Coordinator possible variables that attributed to the low test scores.

Effective Schools and Effective Teaching research was first introduced to the Ohio County administrative staff at a tri-county education conference sponsored by RESA VI.

Both the Research Coordinator and the principal reviewed the research material dealing specifically with the areas relating to effective schools and student achievement. After the research had been thoroughly studied by the principal, she and the research coordinator met to determine which components from the research could appropriately be implemented at North Park School for the 1981-1982 school year. After much discussion and review, four basic strands from the effective schools research were selected for implementation in the pilot setting. These strands were: structured learning environment, academic feedback, high teacher/high student expectations, and time as a factor in learning.

STAGE I - IMPLEMENTATION

Management by objective goals for each of the four research strands were written by the principal. This included a major objective for each strand, detailed action steps, and a time line. Goals were also written in the areas of language arts and mathematics and the four strands were incorporated into these goals. The principal then met with an administrative team from the central office to discuss the goal plan. This team worked directly with the principal and the North Park staff during the year monitoring school improvement progress. The team consisted of the assistant superintendent of instruction, the language arts supervisor, the mathematics supervisor and the director of student services in charge of county testing.

With the identification of the goals and the detailed action steps for each research area established, the staff inservice plan was designed. The administrative team decided that staff development would be conducted as a partnership of colleagues working with the principal and staff. This allowed the central office team, principal and staff to work as one, making decisions and solving project problems as a team. Monthly meetings were scheduled for the team to visit the school to review the project, discuss curriculum plans, examine student progress and conduct observations. Staff meetings were held at least once a month or as often as needed and included goal setting, decision making, project monitoring, assessment and evaluation of student progress, review of curriculum materials and classroom management techniques.

IMPLEMENTATION OF FOUR BASIC RESEARCH STRANDS

STRUCTURED LEARNING ENVIRONMENT

Structured Environment is a deliberate ordering or placement of students, materials, equipment, furniture and other resources to produce maximum efficiency in utilization of the environment. The Structured Learning Environment was specifically designed to increase student achievement. This included the organization of the school and the instructional practices.

Flexible heterogeneous grouping was used rather than homogeneous grouping by ability. Common instructional objectives, expectations and materials were established for all children. The focus was on whole group directed instruction followed by a re-teaching and pre-teaching cycle. A component of this area was also closely monitored individual or small group segments for reinforcement and enrichment. The teacher's role was defined as instructor of all students to high achievement and the belief that all students can learn. An effective program of structured, direct instruction incorporated into a mastery learning strategy (Bloom) for achievement of objectives by all students was maintaine

The testing program was used to diagnose learning rather than sorting and selecting between levels of students. An analysis of test data was made and skill priorities to be taught for each month were selected. The priority was to attain mastery of identified instructional objectives by all students.

An orderly, relatively quiet, work-oriented atmosphere was maintained in each pod area by arranging students within touching distance of the teacher for close monitoring of student work and maximum viewing position for instructional participation.

The environment was organized designating the use of certain bulletin boards to avoid student distraction from the task at hand. Materials to be utilized for instructional purposes were placed in appropriate areas for easy access by students and teacher and specific student work areas were marked clearly for quick recognition.

Students were not pulled out of the regular classroom for special education or speech and language therapy. . Special education students with learning disabilities were treated in the regular classroom and were given additional instructional time before school, at lunch time, after school or during the pre-teach, re-teach cycle of the reading and mathematics program. Speech and language therapy was accomplished by the speech therapist during the workshop sessions of the language arts block and coordinated with the regular classroom teacher. Gifted/Talented Programs were held after school with enrichment activities provided during language arts, mathematics, social studies and science classes.

There were no student teachers or student observers in the pod areas during the piloting of the project. This eliminated additional training of those not directly associated with the school system and permitted maximum teacher efforts to be devoted to instructional preparation rather than supervisory duties.

Structure was also evident in the preparation of lesson plans with clearly defined objectives and procedures for each class session.

ACADEMIC FEEDBACK

Academic feedback was both consistent and positive. Feedback was given in very specific comments orally to students and written on papers. Teachers monitored directed instruction through the use of response sheets. Each sheet designated the students name, the skill being presented or reviewed and a place to mark what students were mastering the skills and what students needed additional help.

After initial instruction and controlled practice opportunities, a progress test was administered to students. Teachers determined which students mastered the objectives and concepts and the learning errors of those who had not. Students were informed of their mastery level. Tests were scored (but not used for grades) and returned to students and discussed with them. Corrective instruction was provided for those who had not yet mastered the concept.

Feedback was also given to parents on a weekly basis through classroom newsletters. The feedback included the identification of skills taught for the week in both language arts and mathematics and the skills to be covered during the next week. Parent involvement activities were also included so that parents could review these skills with their child if they so desired.

This year, feedback sheets on individual student progress are sent home weekly. This sheet indicates skills taught, skills mastered and skills that need additional help and time.

EXPECTATIONS

What teachers expect, students are likely to learn. This is the essence of the importance of teacher expectations. Teacher expectations constituted a major part of the adult influence in setting the learning climate at North Park School. Despite the unawareness of their actions and beliefs, teachers send strong messages to students concerning appropriate behavior, levels of expected achievement, and evaluations of student ability. The same beliefs also unconsciously affect teachers themselves with respect to their levels of expectations for students and evaluations of students' abilities to learn. Thus, there is a double link between teachers' expectations and student achievement.

The strategy for improving student self-evaluations and reducing feelings of futility at North Park was to establish a positive atmosphere instead of a negative one. This involved raising the expectations for all students expecially poor and minority pupils for whom lowered expectations had been accepted in past years. Performance standards and expecting all students to master their age-grade level of objectives clearly said to students, "you can learn and we'll see that you do learn." Successful implementation involved an increase in the actual amount and quality of teaching for students. There was more direct teacher-student interaction and this was monitored through standardized teacher feedback response sheets. The sheets tallied what students were being called upon and how many times they responded to the teacher during direct whole group instruction. Teachers continually and consistently communicated to the students that they were able to learn and were expected to learn.

The entire instructional program operated with high expectations for all students where positive reinforcement dominated. Positive rather than negative comments were placed on papers.

Teachers are monitoring each other this year by collecting data on standardized forms which measures teacher expectations.

TIME AS A FACTOR IN LEARNING

The direct relationship between achievement and active learning time has become firmly established both for individual and for groups of students. Studies done in Learning for Mastery (Bloom, 1976) show that, on the average, the difference between mastery and non-mastery for a student needing corrective instruction is about an hour of extra instruction every two weeks: this is the equivalent of six minutes per school day. The principal and staff focused upon increasing the amount of time spent in instructional activities as opposed to that spent in non-instructional activities. Improving achievement by increasing active learning time was the major task in this area.

Curriculum time blocks were established to allocate a specific amount of time to the basic subject areas. The language arts block was set up for a 2½ hour time period. Within that time frame, students received three directed instruction lessons and three independent teacher monitored sessions which provided for review, reinforcement or enrichment.

A one hour mathematics time block was established for each grade level. The students received a ten minute warm-up skill session, one directed teaching lesson, one workshop and then another ten minute skill review session.

Social Studies and science were taught through teacher developed units. One science unit and one social studies unit were taught each semester. All units were related directly to the skills on the CTBS (example: reading of charts, graphs, comprehension skills, drawing conclusions from simple experiments.) Common schedules were developed ..r all pod areas. (All students have language arts from 8:30 a.m. - 11:30 a.m., mathematics from 12:30 p.m. - 1:30 p.m.)

Teachers analyzed textbooks to determine which content was relevant and which content was not relevant. Decisions were made concerning the amount of material to be taught as well as the quality of material and when various concepts should be taught.

Each month the staff met to select skills and concepts to be taught in mathematics and language arts. Skills were prioritized in order of school strengths, weaknesses and importance for learning successive skills.

An additional 15 to 20 minutes per day was allotted to the instruction of slower students.

Staff communicated to parents and students that good attendance was important to learning and that the school and the teacher expected this. Classes started and ended on time.

Interruptions of classes for general announcements or special requests were eliminated unless it was an extreme emergency. All announcements were made before or after school and teacher messages were left in mailboxes to be picked up other than on class time.

Transition time between instruction periods, when switching from one activity/class to another was reduced. Teachers began activities promptly and did not wait for some slower students.

Clerical tasks such as taking attendance, collecting money, issuing tickets were delegated to the secretary and routines were developed to eliminate interference with class time. (Attendance, tickets, etc. completed between 8:15 a.m. and 3:30 a.m.)

Staff did not "wing it" but planned lessons in advance for the immediate and long term needs of the class.

Direct and focused instruction was a necessity for increasing active learning time. Research shows that students who are involved in seatwork activities are more likely to be involved in off-task behavior. When students are working directly with a teacher or other students, active learning time is increased. Therefore, the monitoring process was the key in this area. Teachers were always monitoring students both in directed and seatwork activities. (Example: One teacher giving a directed lesson, other teacher assuring that each student was on task, had a maximum viewing position and was either understanding or not understanding the skill being taught. One teacher working with individual small group of students during seatwork time, other teacher monitoring groups of students working on independent activities.)

STAGE 2 - STAFF DEVELOPMENT

The belief that students can learn and that teachers can teach is an important characteristic of an effective school. An effective school is one in which essentially all the students acquire the basic skills and other desired behaviors within the school. The goal of the North Park project was therefore to produce a learning climate in which students would achieve, regardless of their socio-economic or minority background. A school staff which decides to use such a program must be aware of several features.

1. The school learning climate is the collective norms, organization and practices among the members of the social system. A combined effort by all of the staff is required to successfully establish an effective school.

2. A positive school climate is comprised of the unity of the tire set. The entire program must be used as a whole for maximum benefits. Using only certain facets ignores the fact that the different aspects of the school learning climate are interconnected and affect other parts.

3. Using the program does not guarantee success. The program must be implemented correctly if maximum results are to be achieved. (Creating Effective Schools by Brookover, Beamer, Efthim, Hathaway, Lezotte.)

The initial orientation to the project took place prior to the pening of school in September. Three full days were devoted to he initial orientation. The principal was responsible for the nitial orientation.

The following were the purposes of this orientation:

1. Familiarize the staff with the total concept of effective schools and a school management program. In addition, an in-depth study of each area was discussed each month as the staff worked with one area at a time.

2. Present an overview of the goals, action steps and time modules for each of the four research strands and language arts and mathematics areas.

3. Assessing the current level of student achievement through the analysis of CTBS scores. This instrument identified the strengths and weaknesses of the existing building learning climare so that a program of improvement could be designed for the year.

4. Establish and reach and acceptance on a working agreement by all staff members for conducting the Effective Schools project. This agreement identified what was expected from the principal and teachers.

Example: The principal agreed to:

1. Participate in the project.
2. Act as chairperson and meet at least once a month with staff.
3. Assist in the monitoring process of the project and student achievement.
4. Provide on-going support for project implementation.
5. Conduct maintenance meetings for teachers.
6. Conduct focused observations.

Teachers agreed to:

1. Participate in project.
2. Allocate time for participation in monthly meetings and weekly maintenance meetings.

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3. Participate in the areas of classroom management, instructional delivery and parental support.

The principal met the first Wednesday of each month with the central office team to report ~~the progress of the project~~.

Each month, the principal met ~~with the whole~~ staff to discuss topics related to the project and ~~reviewed~~ topics of discussion from general central office team meetings. At the discussion meetings, the principal reviewed the selected topics and set the tone and direction for staff activities for the month. (Meetings were held the last Thursday of each month.)

The purpose of the maintenance meetings was to provide for small group study or discussion related to topics of concern. These meetings occurred weekly, bi-weekly or as often as necessary. The meetings focused on application of the four research strands. Team members from each pod area would agree on certain tasks or activities that would be their responsibility such as: who would write the weekly information newsletters to parents, who would maintain student progress files, who would organize seatwork activities, who would submit the monthly assessment for language arts and mathematics.

These meetings - monthly whole staff and maintenance - occurred regularly and in a planned manner (agenda and minutes).

A schedule of implementation activities was designed to permit a coordinated approach to project efforts.

SCHEDULE OF MONTHLY MEETINGS

Initial orientation

Day 1 - Review Effective School Research

Day 2 - Review Goals, Action Steps
Expectations for Learning
Roles and Responsibilities
School Management Concerns

Day 3 - Assess School's Learning Climate
Analyze CTBS
Set Skill Priorities for September
Discuss Lesson Plan Correlation
Discuss Monthly Assessments
Plan Parent Support Activities

September - Effective Instruction - Time on Task
Direct Teaching Methods
Classroom Management
Review Timeline of Events
Select Priority Skill for October
Review Monthly Student Progress
Corrective Help - Pre-Teaching -- Re-Teaching

October - Maintaining Student Folders
Physical Environment
How to Eliminate Irrelevant Material
Discuss Standardized Forms
Testing Procedures
Parental Workshops
Select Priority Skill for November
Review Monthly Student Progress

November - Pre-Teaching -- Post-Testing Diagnosis
Discuss Results - Eliminating Irrelevant Material
Unit Development for Social Studies and Science
Select Priority Skill for December
Review Monthly Student Progress

December - Focused Observations
Monitoring Student Behavior

Color Coding Materials for Skill Reference
Select Priority Skill for January
Review Monthly Student Progress
January - Development of Feedback Forms
Monitoring Student Responses - Student Work
Review Pre-Teaching -- Re-Teaching
Analyze Testing Procedures
Select Priority Skill for February
Review Monthly Student Progress
February - Charting Feedback
Review Testing Procedures
Review Timeline of Events
Review Parent Involvement Forms
Select Priority Skills for March
Review Monthly Student Progress
March - Review Goals
Assess Progress
Timeline of Events
Classroom Structure
Select Priority Skill for April
Review Student Monthly Progress
April - Review Four Research Strands
Discuss What Has Been Accomplished for 1981-1982
Review Maintaining Student Files
Discuss Evaluation of Project
Select Priority Skill for May
Review Student Monthly Progress

May - Review Management System

Assess Progress

Recognize Strengths and Weaknesses

Analyze 1982 CTBS Scores

Develop Science and Social Studies Units for 1982-1983

Discuss Goals for 1982-1983

Discuss Plans for Project for 1982-1983

FOLLOW THROUGH PLAN

A. Teacher Folder

Teachers in each pod area maintained a folder that was submitted to the principal on the fourth Monday of each month. This folder contained the skill of the month for language arts and mathematics that was selected at the monthly staff meeting plus a list of other skills that teachers taught during the month. The skill or skills of the month were selected from the analysis of the 1981 CTBS results. Skills were also selected on the basis of student need and importance for success in attaining successive skills. The teachers described the methods and materials that were utilized to teach the concepts. They also submitted examples such as ditto sheets or workbook pages that were employed for review, reinforcement or enrichment of the skill. An evaluation section was also included in the folder which accounted for the number and percentage of student mastery and non-mastery and a sample of the instrument used to assess the mastery of the skill. A progress sheet was included which gave a quick reference as to what students were accomplishing at skills. Each folder also contained the testing procedure that was emphasized during the month and a sample of what was used to work in this area. Example: If teachers decided to work on graphing and reading charts, samples were submitted. If teachers worked on students griding answers on answer keys similar to CTBS, samples were submitted.

The principal reviewed the folders, discussed them with the individual teachers involved and then reviewed them with the central office team. At the monthly staff meeting, general student progress was discussed.

B. Student Folder

A student folder for each child in every grade level was kept and a sample was also submitted to the principal for review on the fourth Monday of each month. This folder contained skills and worksheets that students did during each month. Pre-post tests were included in the folder as well as diagnosis and prescriptions for ill mastery or skill enrichment. A progress chart for each student s also in the folder. A list of all activities the student worked on during seatwork and an evaluation of that activity was in the folder.

C. Lesson Plans

Lesson Plans were written in great detail. Each teacher listed the concepts to be taught and specific procedures for teaching each concept. Items that were identified as skill priorities were starred in red.

). Observation

Teachers were observed once a week during instruction by ither the principal or the language arts supervisor. These obser- ons had a specific focus and the focus was discussed with the teacher before the observation and a post conference was held to discuss the observation itself.

E. Instruction

All curriculum areas were not only divided into specific time blocks but were even further broken down within the block itself.

Example: 8:30 a.m. - 8:40 a.m. - Warm-Up
8:40 a.m. - 9:00 a.m. - Wall Card Review
9:00 a.m. - 9:20 a.m. - Direct Instruction I
9:20 a.m. - 9:40 a.m. - Whole Group Workbook
9:40 a.m. -10:00 a.m. - Workshop I
10:00 a.m. -10:20 a.m. - Direct Instruction II

During each direct instruction, one teacher taught and the other monitored through the use of response sheets. This same procedure was used for workshop or seatwork activities. One teacher would work on pre-teaching or re-teaching the other would monitor the other students in independent activities. Student work was posted on the bulletin boards with a sample of a paper completed the first week of school and a sample of the current week.

F. Classroom Organization

Each room was structured as far as seating arrangement and designated areas for pre-teaching -- re-teaching, independent work, student files, reading areas, writing workshops. Teacher desks were off to the side since they were rarely used. All activities to be used during workshop were color coded and placed in a specific area for easy access. A chart of what each student was to accomplish for the day during workshop time for language arts and mathematics posted and organized the day before the lesson. All teacher

Lesson plans were placed on the left corner of the teacher's desk so the principal or supervisor could look at them readily.

G. Parental Involvement

Information concerning what we were doing in the classroom was given at each PTA meeting during the year.

Parents were invited into each pod area three times during the year (November, March, May) on designated days. The teachers would give an overview of what would be taught and briefly do a lesson for parents. The parent would then sit beside the child and actually participate in the lesson.

Reading tutors worked with and coordinated sessions with the teacher at each grade level.

Parents made activities to be used for classroom instruction at home. (Teachers would explain what needed to be done and have all materials for parents ready. This took place before or after school.)

Newsletters were sent home once a week explaining what skills were taught and what skills would be taught the following week. A parent involvement activity was included.

H. Testing

Pre-post tests for language arts and mathematics were given before and after each series of skills. These tests were analyzed not only for mastery but also for what skills, even if the criteria set up indicated mastery, were not mastered.

Example: Mastery is 7 out of 10. What 3 questions did the child miss? This concept would then be reviewed with the child.

The McGraw-Hill CTB for grades K-1-2-3 was also administered as a pre-test in the beginning of the year and as a post-test at the end of the year. The scores were analyzed for individual and groups of students. Skill weaknesses were emphasized in classroom instruction. Progress from pre-test to post-test was also measured to evaluate student achievement and school improvement.

Teachers worked with students continuously throughout the year on testing strategies.

Example: CTBS has a spelling section. In this section, the student looks at a word and decides if the word is spelled right or wrong and then grids the answer. Students in the school took weekly spelling tests in this manner.

On the mathematics section of the CTBS, students must select the correct answer from a series of five choices. Therefore, on a school test students would be given a problem and would have to select the correct answer and grid it on an answer key.

During the CTBS testing in March, students were separated into small groups so that teachers could be certain students were on task. Students also had daily practice sessions before taking each section of the test. This was done before the test in the morning or after the test in the afternoon for practice on the next day's test section.

Assessing Teacher Expectations

During observation, the principal would look for:

1. Amount and quality of praise for correct answers.

2. Response opportunity factors
    a. number of times student called upon.
    b. extent to which the question was challenged.
    c. degree of cognitive demands.
3. Verbal wamth and acceptance.
4. Non-verbal cues.
    a. eye contact.
    b. affirmative head nods.
    c. smiles.
    d. physical contact.
5. General assistance and willingness to help.
6. Wait time.
7. High academic evaluation.
    a. percent of students expected to master skills.
8. Re-instruction of students in failure situations.

Assessing Feedback

During observation, the principal would look for:

1. Teacher conducted question - answer sessions with the class, making sure all students get a chance to respond.
2. Students provided with immediate and objective feedback on their responses. Student errors are corrected in a matter of fact way before they can be practiced repeatedly.
3. Praise used in moderation.
4. Informing students of their mastery level.
5. Using evaluation of achievement results to plan improvement of instructing in subsequent units.
6. Teacher-student interaction.

[illegible] Time on Task

1. Attendance:
    - a. Teachers expected written excuses signed by parents when students returned to school.
    - b. Kept data on absences on why and how often student was absent.
    - c. Held student conferences with students returning from absence.
    - d. Made parental contacts by telephone or conference concerning number of absences.

The principal would look for:

1. Students working directly on task.
2. Students paying attention.
3. Students understanding the instructional task.
4. Students showing results for work time to teacher.
5. Student frequent success in learning.
6. Classes starting and ending on time.
7. Transition time between instruction and switching from one activity to the next.
8. Teacher weekly plans based on basic skill grade level calendar schedule.
9. Teacher led instructions.
10. Corrective techniques for non-mastery students.
11. Enrichment and extension exercises for mastery students.
12. Variety of activities.
13. Minimal student movement.
14. Active monitoring of students.

Assessing Structured Environment

During observation, the principal would look for:

1. Established routine practices.
2. Organization of classroom.
3. Lesson preparation.
4. Time efficient daily schedules.
5. Structured activities and procedures.
6. Lively paced instruction.

In the total staff development plan, the principal did the following:

A. Met monthly with staff.
B. Communicated to teachers and students expectations for high performance.
C. Established operational schedules that maximized classroom instructional time
D. Supervised halls, so students would get to class on time.
E. Kept classroom interruptions to a minimum.
F. Supported teachers discipline plan.
G. Expected high level of follow through from teachers:
    1. Good preparation.
    2. Written lesson plans.
    3. Punctuality.
    4. Student discipline.
    5. Student attendance.
H. Visited classrooms everyday to keep abreast of what was happening and to let teachers and students know that interest and support was there.

I.
basic skills on a regular basis.

J. Set an example by being a good manager of time (Practicing what she preached.)

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STAGE 3 - PLANS FOR SECOND YEAR

1. Continue monthly staff meetings and weekly maintenance meetings.
2. Continue teacher monthly assessment folders and student folders.
3. Disseminate research material monthly for teachers to read concerning four areas (Structured Climate, Expectations, Feedback and Time as a Factor in Learning).
4. Discuss research monthly.
5. Work with RESA Research Coordinator to schedule a series of meetings emphasizing techniques in each of four research areas.
6. Refine focus observations. Teachers will observe each other as well as the principal observing the teachers.
7. Use standardized forms to collect data on use of time, expectations, feedback and structured environment. Discuss data with teachers.

Report individual student progress to parents on a weekly basis using a form which indicates skills taught, skills mastered, skills needing additional work.

9. Use a computer for curriculum management. Individual and group tasks can be monitored in a systematic way.

   Example: Each student's mastery/non-mastery level on a specific skill will be printed. Both a prescription to correct the weakness and an assignment will be printed. The printout will list an outline of the next skill to be mastered.

10. More work is needed in the pre-teaching, re-teaching and monitoring of students during instruction. Forms will be used to collect data in this area and improvement made by looking at specific components on the form.

More work in the development of units in Social Studies and science. The units need to be structured the same way for each grade level so they may be shared with all schools.

Texts need to be analyzed in a more sophisticated manner not only using the already developed forms but making specific decisions concerning overall material in the texts.

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APPENDIX

Discipline Referral Sheet and Percentages

Assertive Discipline Letter

Attendance Comparisons

Handbook

Report on Parent Involvement

Retention Rates

Skills of the Month

Brochure on Test Procedure

Comparison Chart of Transient Students

NORTH PARK PRIMARY SCHOOL

DISCIPLINE REFERRAL

NAME ____________________ GRADE _____ DATE __________ TIME __________

REFERRAL NO. ____ TEACHER MAKING REFERRAL ____________________

LOCATION: CLASSROOM HALL LUNCHROOM RESTROOM OUTSIDE BUS
(Circle)
OTHER ____

INFRACTION:

☐ FIGHTING
☐ CURSING
☐ DEFIANCE
☐ CHEWING GUM
☐ INTIMIDATING
☐ NAME CALLING
☐ LACK OF PREPAREDNESS
☐ EXCESSIVE ABSENCES
☐ SAFETY VIOLATION
☐ OTHER (OR EXPLANATION) ____________________

ACTION TAKEN BY TEACHER:

☐ NAME ON BOARD
☐ CHECKS
☐ ASSIGNMENTS
☐ VERBAL REPRIMAND
☐ DENIAL OF REWARDS
☐ TIME OUT
☐ PARENT CONTACTED
☐ DENIAL OF PRIVILEGES
☐ DETENTION (NOON)
☐ DETENTION (P.M.)
☐ REFERRAL TO PRINCIPAL

☐ OTHER ____

☐ TEACHER REQUESTS PRINCIPAL CONFERENCE

ACTIONS TAKEN BY PRINCIPAL ____________________

Discipline Sheet

Teachers were surveyed and asked to identify the number of students in their class each year who fit the criteria of "discipline problem." Criteria included repetitive discipline referrals to the principal, parent conferences, and low checkmarks on report card conduct areas.

Overall results show that on a school-wide basis, discipline problems decreased from 59% to 39%. Individual class rates decreased with the exception of third grade, who received a large percentage of transient students.

CE 1983-84	ECE 1984-85	ECE 1985-86
# of students 44 11%	# of students 27 13%	# of students 33 16%
1ST # of students 37 11%	# of students 35 7%	# of students 31 10%
2ND # of students 32 8%	# of students 34 1%	# of students 26 13%
3RD of students 29 7%	# of students 28 7%	# of students 28 7%
59%	28%	46%

ECE 1986-87 # of students 27		
1ST # of students 17 6%		
2ND # of students 17		
3RD # of students 21 33%		
39%		

Assertive Discipline Letter

Dear Parents,

We are happy to have your child at North Park Primary School. We have found that in order to create an effective learning atmosphere, it is necessary for us to establish some guidelines for discipline.

****

As a staff we believe that:

I. No student will prevent the teacher from teaching.
II. No student will stop another student from learning for any reason.
III. No student will engage in behavior that is not in his/her best interest or the best interest of others for any reason.
IV. Our expectations in class are as follows:
   1. Leave gum at home.
   2. Listen and follow directions the first time.
   3. Adopt a positive attitude.
   4. Keep hands, feet and objects to self.
   5. Raise hand to be recognized.
   6. Stay in seat at appropriate times.
   7. Complete all assignments on time.
   8. Respect others - no cursing, teasing, unnecessary noise.
V. If a child chooses not to follow these expectations the following are the consequences;

First - Name on board.
Second - One check mark by name - child misses 10 minutes from recess.
Third - Two check marks by name - child misses 30 minutes of recess.
Fourth - Three check marks by name - parent notified.
Fifth - Sent to principal. Parents are notified and a conference required.

PLEASE RETURN TO SCHOOL:

RECEIVED FROM NORTH PARK SCHOOL - GUIDELINES FOR DISCIPLINE LETTER.

Child's name

Parent signature

Grade

Date

NORTH PARK ELEMENTARY
ATTENDANCE COMPARRISON

EARLY CHILDHOOD	1985 - 86			1986 - 87		
MONTH	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	98.00%	98.00%	98.28%	98.00%	97.00%	97.63%
2	98.00%	95.00%	93.07%	94.00%	96.00%	95.06%
3	97.00%	93.00%	94.72%	93.00%	93.00%	92.79%
4	96.00%	92.00%	97.23%	90.00%	93.00%	92.38%
5	94.00%	90.00%	91.91%	90.00%	93.00%	92.36%
6	94.00%	92.00%	92.84%	92.00%	92.00%	92.35%
7	94.00%	93.00%	93.27%	96.00%	86.00%	88.01%
8	93.00%	96.00%	94.65%	93.00%	96.00%	95.28%
GRADES 1-3						
1	97.00%	97.00%	97.04%	99.00%	96.00%	97.91%
2	99.00%	92.00%	95.95%	97.00%	94.00%	95.70%
3	96.00%	99.00%	97.09%	96.00%	93.00%	94.28%
4	94.00%	94.00%	93.96%	95.00%	94.00%	94.55%
5	96.00%	94.00%	95.21%	94.00%	91.00%	93.09%
6	92.00%	90.00%	90.97%	94.00%	92.00%	92.95%
7	83.00%	89.00%	86.15%	96.00%	78.00%	87.71%
8	95.00%	95.00%	95.14%	96.00%	90.00%	93.61%

EFFECTIVE SCHOOLS

Bethlehem

Steenrod

North Park

Park View

PARENTS AND STUDENT HANDBOOK

NORTH PARK SCHOOL

1986-87

OHIO COUNTY BOARD OF EDUCATION
2203 NATIONAL ROAD
WHEELING, WEST VIRGINIA 26003

Telephone 243-0300

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Mr. Frank Dumas, Assistant Superintendent
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MESSAGE FROM THE PRINCIPAL

I welcome you and your children to our school for the 1986-87 school year and encourage you to share with us in an exciting and productive year.

I firmly believe that your child is now in the most important school they will ever attend. We intend on developing the strongest possible foundation upon which the student will build their educational future.

I encourage each of you to establish communication with the school as early as possible as this tends to create a positive atmosphere which will last through June.

Sincerely,

Jonathan H. Duncan

Jonathan H. Duncan

EDUCATIONAL PHILOSOPHY

Each child is a unique individual who has the ability to learn and the right to be educated. This education must enable the child to develop to his or her fullest potential.

In order to facilitate this process, we believe that it is the responsibility of our school to provide a variety of learning situations adapted to the needs of the individual student. Instruction must be more individualized in order to allow for various rates of learning. It also allows progress to be determined by individual ability.

We further believe that parents, teachers and administrators must work together to ensure the successful development of the child. Therefore, an emphasis is placed on communication between the school and the home.

We strive always to successfully educate each child, to develop and enhance his or her self image and to prepare him or her to accept responsibilities now and in the future. The child we teach today is the citizen of tomorrow.

1986 School Calendar 1987

For ——OHIO—— County

[illegible]	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Days	Compensated-Not taught	TOTAL Employment Days
First Month						AUGUST		IS 27	IS 28	IS 29	H 1	SEPTEMBER 2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23				16	4	20
Second Month								24	25	26	29	30	OCTOBER 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21				20	0	20
Third Month								22	23	24	27	28	29	30	31	● 3	E 4	NOVEMBER 5	6	7	10	H 11	12	13	14	17	18				18	2	20
Fourth Month								19	20	21	24	25	26	H 27	OSE 28	DECEMBER 1	2	3	4	5	8	9	10	11	12	15	16				18	2	20
Fifth Month			17	18	19	22	23	C 24	H 25	OSE 26	C 29	C 30	C 31	H 1	OSE 2	JANUARY 5	6	7	8	9	12	13	14	15	16	19					16	4	20
Sixth Month		20	● 21	22	23	26	27	28	29	30	FEBRUARY 2	3	4	5	6	9	10	11	12	13	16										20	0	20
Seventh Month		17	18	19	20	23	24	25	26	27	MARCH 2	3	4	5	6	9	10	11	12	13	16										20	0	20
Eighth Month		17	18	19	20	23	24	● 25	26	27	30	31	APRIL 1	2	3	6	7	8	9	10	13										20	0	20
Ninth Month		14	15	C 16	OSE 17	C 20	21	22	23	24	27	28	29	30	MAY 1	4	5	6	7	8	11	12	13								19	1	20
Tenth Month				14	15	18	19	20	21	22	H 25	26	27	28	29	JUNE 1	● 2	CE 3	CE 4	CE 5	CE 8	RD 9	RD 10								13	7	20
																														Totals	180	20	200

CODES

C	SCHOOLS CLOSED
H	HOLIDAY
E	ELECTION-CLOSED
PN	PARENT NIGHT TEACHER CONFERENCES [illegible]
RD	RECORD DAY-STUDENTS NO SCHOOL TEACHERS & SERVICE PERSONNEL REPORT TO BUILDING
OSE	OUTSIDE SCHOOL ENVIRONMENT-CLOSED
IS	IN-SERVICE/STAFF DEVELOPMENT
CE	CONTINUING EDUCATION TEACHERS-STUDENTS NO SCHOOL

JUNE 3-5 OPTIONAL FOR TEACHERS WHO HAVE SUFFICIENT CONTINUING EDUCATION.

CONTINUING EDUCATION PER NINE WEEKS FOR [illegible] 1ST, 2ND, 3 AND NINE WEEKS-4 HRS. TOTAL)

● **GRADING PERIODS**

NOV. 3	45 DAYS
JAN. 21	45 DAYS
MAR. 25	45 DAYS
JUNE 2	45 DAYS

DATES

AUG. 27	FIRST DAY TEACHERS REPORT
SEPT. 2	FIRST DAY FOR STUDENTS
JUNE 2	LAST DAY FOR STUDENTS
JUNE 10	LAST DAY TEACHERS REPORT

HOLIDAYS WITH PAY

SEPT. 1	LABOR DAY
NOV. 11	VETERAN'S DAY
NOV. 27	THANKSGIVING DAY
DEC. 25	CHRISTMAS DAY
JAN. 1	NEW YEAR'S DAY
MAY 25	MEMORIAL DAY

ELECTION

NOV. 4 GENERAL ELECTION

RECAP

2	RECORD DAYS
1	ELECTION DAY
6	HOLIDAYS
4	CONTINUING EDUCATION DAYS
3	IN-SERVICE/STAFF DEVELOPMENT
4	OSE DAYS
180	INSTRUCTIONAL DAYS
200	TOTAL EMPLOYMENT TERM

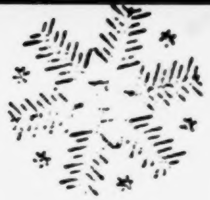
AMERICAN EDUCATION WEEK NOV. 16-22

SIGNATURE OF SUPERINTENDENT

SCHOOL SCHEDULE

Breakfast	8:00-8:15
Opening Exercises	8:15-8:30
Classes Begins	8:30
ECE (morning) Dismissal	11:00
Play (1, 2 & 3)	11:30-12:00
Lunch (1, 2 & 3)	12.00-12:30
ECE (afternoon) Arrive	12:00
Dismissal (all students)	2:45

Walking students are to be instructed that they are to come to school no earlier than 8:15 and shall depart the grounds no later than fifteen minutes after end of the final class session. There may be times when a student is detained by the teacher for academic reasons.



DELAYED OPENING OF SCHOOL

If road conditions and weather forecast warrant, either a forty-five (45) minute delay or a two (2) hour delay in the opening of school will be announced. The announcement will be made by radio stations WWVA, WKWK, WNEU, and WOMP by 6:00 A.M.

A forty-five minute delay would mean:

1. High school students will not be affected by the 45 minute delay. School will begin as usual and buses will run on a regular schedule. There will be NO delay for high school students.
2. ALL elementary and junior high students will begin school 45 minutes late and buses will run 45 minutes late as well. Elementary and junior high students walking to school should delay their departure from home by 45 minutes.
3. Dismissal time for the day will be at the regular time for ALL students.

A two hour delay would mean:

1. ALL STUDENTS will begin school two hours later than usual. This includes high school, junior high, and elementary. All buses will run two hours later than originally scheduled.
2. Kindergarten classes will be cancelled for the entire day.
3. Dismissal will be at the regular time and school lunches will be served as regularly scheduled.

EARLY DISMISSALS

Each student wishing to be dismissed prior to the regular dismissal time must bring a note to school signed by one parent. The time and reason for the dismissal should be stated. PARENTS ARE TO PICK UP THE CHILD AT THE SCHOOL OFFICE. If a person other than the parent will be picking up the student, this should be clearly indicated in the note.

In the event of a school-wide early dismissal due to weather or related conditions, an announcement will be made on local radio stations. Buses would run earlier than usual. If this would make a problem for your child to arrive home at an unusually early hour, please note that special arrangements need to be made and indicate such on the Emergency Information Sheet or call the school.

REPORT CARDS

A report card showing your child's progress for the previous nine weeks grading period will be sent home with your child. Please return the card by the following school day unless there is a special need to keep it longer. It is important to note the teacher's comments in addition to the grades. These remarks indicate those study habits and attitudes that may need improvement.

Interim reports are sent home between grading periods.

DISCIPLINE

All students are asked to be considerate of others, both within the classroom and outside of it. Infractions of rules will be dealt with by the methods followed in the Assertive Discipline letter that was sent home for parent signatures.

SCHOOL BUS

The school bus driver is responsible for the children on his bus, and the children in turn are responsible to the bus driver. Good conduct is very essential for the safety of each child. Students may be denied bus transportation for misbehavior on the bus. Only regularly assigned students may ride the bus.

SCHOOL BREAKFAST

Breakfast will be served each morning. The price is 40¢.

SCHOOL LUNCH

A hot lunch is served each school day. The price is 50¢ for a complete lunch and the price for a extra milk is 15¢.

HEALTH SERVICES

A school nurse, dental hygienist, doctor and psychologist are on the Ohio County School staff and are available for consultation.

Parents or guardians whose children have special health problems should immediately discuss this matter with the teacher and principal.

SAFETY HINTS

Parents should stress the following:

1. Don't talk with strangers.
2. Don't accept a ride from a stranger.
3. Do report to your principal, teacher, parent, or the police any stranger who wants you to get in his car.

ATTENDANCE

Regularity of attendance and punctuality are important to children from the very first day in school. The earlier children learn that school is their job and that they have something important to do, the more satisfactory will be their growth.

State law requires that a child be in school each day except for a legal absence. A note explaining the cause of absence is required on the day the child returns to school. Tardiness, whether it be the fault of the child or the parent, may not be excused. A note explaining the cause of tardiness is also required.

HOMEWORK

Homework is an important part of your child's education. It gives additional practice in skill subjects and offers a chance to study further the subjects in which your child is most interested. It also helps a child to work and study independently. The kind and amount of homework assigned will vary with ability, the subject and grade level. It may be written work, reading, working on projects, or listening to radio or TV programs.

You can do much to help your child profit by this homework. A child should have a comfortable, well-lighted place to work and study, with as much quiet as possible. You can help by talking with the child about the work, showing interest in what your child is doing and insisting that homework is done at a given time each day, Time spent on these assignments help your child's progress in school and may lead to lifetime interests, hobbies and skills.

Make-up work is a coordinated effort of parents, students, and teachers.

TEXTBOOKS AND WORKBOOKS

Textbooks, workbooks and library books are furnished free of charge to all students by the Board of Education. A normal amount of wear is to be expected each year, but when a textbook is damaged by carelessness or is lost, the price of that book shall be paid by the parent to the Board of Education. All school property likewise, should receive proper care and respect.

DOCUMENTS

Copies of Students Rights and Responsibility Handbooks are available in the main office of the school for parents to read at any time. A copy of the Ohio County Board Policy is also located in the main office for parents to read at any time.

EMERGENCY INFORMATION

If you have any changes for the emergency card, call the office of the principal. Please help us keep these important cards up-to-date for your child's personal safety and protection. Parents or someone listed on the emergency card will be contacted to come to school if the child becomes ill.

Emergency first aid will be given at school when necessary.

SCHOOL VISITATIONS

Parents are encouraged to come to school to confer with teachers or the principal at any time (that is convenient). However, in order that a teachers's classroom time not be interrupted, visitors should call the school to arrange for an appointment for the conference.

It should be remembered that a teacher's time belongs to all the students and cannot be interrupted for unscheduled conferences with parents. For the protection of all students, please report to the office first whenever entering the school.

SUCCESS AT SCHOOL BEGINS AT HOME

When children walk into the classroom each morning, they bring a very influential companion with them--the home. Throughout the school day, in all subjects, home conditions affect the quality of school work.

We offer the following suggestions;

1. Parents should see that boys and girls get enough sleep each night so that they may face the school day alertly.
2. Parents should show enthusiasm for knowledge, exhibit a positive attitude toward education and consider themselves teachers as part of the family team.
3. Parents should take an interest in their children's school work and make it a pleasant topic of conversation at some time during the day.

GENERAL INFORMATION

1. All visitors to the school building are asked to report to the main office. The secretary will deliver messages or items to your child. This will aid in the safety of all our children and will help to avoid classroom interruptions.

2. Children are not permitted to leave the school grounds during school hours, except students who go home for lunch.

3. All phone calls are limited to school business, except in case of emergencies. Students will not be called to the office phone. In case of emergencies, a message will be delivered to the student.

4. Students are asked to make all arrangements with parents before leaving home so the office phone will not be used by children. Calls for students made after 2:00 may not reach the student in time.

5. In case of the withdrawal of a student from school, please notify the teacher and the principal's office in advance so that school records may be handled properly.

6. If you have a phone installed, a phone number changed, change of address or place of employment, please notify the principal's office. We need to know where you or someone who will assume responsibility for your child can be reached at all times.

7. Please put your child's name on boots, hats, sweaters, etc.

8. It is imperative that you call the office on the day your child is absent. Send a note upon your child's return explaining the cause of absence.

9. Parties - no room should schedule birthday parties or treats during school hours. PTA parties are an exception. Invitations to birthday parties are not to be passed out during class time. Students may pass them out at lunch time only.

10. Please advise the teacher of doctor or dental appointments at least one day in advance. Work can be better planned with this knowledge.

11. Please drop students off in the morning and pick them up in the afternoon outside the building. Please refrain from going to the classroom at these times.

12. Instruction begins promptly at 8:30 A.M. and ends at 2:45 P.M.

PARENT INVOLVEMENT

AND

COOPERATION WITH THE SCHOOL

PARENTAL INVOLVEMENT AND COOPERATION

According to available statistics parental involvement and cooperation have increased the past four years. Reasons for this include increased teacher initiated conferences, active P.T.A. leadership and school newsletters informing parents of activities.

For the 1983-84 school year teachers contacted every parent either through telephone calls, notes, or scheduled conferences at least once to discuss the child's progress. Only 15-20% of the parents attended the conference as requested. The P.T.A. membership for the year was 50 with only 10-12 parents attending meetings. Reading volunteers numbered one.

In the 1984-85 school year all parents were contacted twice asking for a conference. The percentage of attendance rose to 30. P.T.A. membership was 52 with 10-15 parents attending meetings. Again, there was only one reading volunteer.

The 1985-86 school year had teachers contacting parents at least twice for conferences, plus sending a weekly newsletter home. The percentage of attendance for a scheduled conference was a significant change from the previous two years. Parents conferred with the teachers as requested and contacted the teachers more frequently to monitor their child's progress. Parent involvement worksheets for math, reading, and science were sent home on a regular basis. P.T.A. membership dropped to 33 with only 5-10 parents attending meetings. However, reading tutors increased to two.

The 1986-87 school year had teachers contacting all parents at least twice for a conference, sending home monthly newsletters, and brief notes of encouragement. The parent involvement worksheets were continued and teachers requested parents to help construct workshop materials. Parents attended conferences and P.T.O. evenings as requested. P.T.A. membership rose to 56 with 15-18 parents attending meetings. Reading tutors increased to three.

RETENTIONS

CONVERT TO PERCENTAGES

50% REDUCTION IN RETENTION RATE

NORTH PARK RETENTIONS

	1983-84			1984-85			1985-86			1986-87			
DE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	TOTAL
	3	3	6	0	0	0	0	0	0	0	0	0	6
	2	1	3	1	1	2	1	2	3	2	1	3	11
)	1	0	1	0	2	2	2	1	3	0	2	2	8
)	0	0	0	0	0	0	0	0	0	0	0	0	0
AL	6	4	10	1	3	4	3	3	6	2	3	5	25

To increase parental support, parents of each child are scheduled for conference twice a year for student progress reports.

North Park Primary has parent conferences scheduled in September and January to review student progress with parents. Parents or teachers may request conferences at any time during the year.

To keep an accurate record of all parent contacts, this log has been developed.

NAME	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

CODE: P = Telephone
L = Letter/Mail
M = Personal Meeting

SKILLS OF THE MONTH DETERMINATION

After all test results (CTBS) are received, the skills which need reteaching or reinforcement are focused for each month. This is accomplished by the selection of test items which have the most frequent minus scores of 10, 9, and 8. Also, the skills with negative and low positives are chosen for reteaching and reinforcement.

A chart is devised to indicate the skill to be taught for each month, according to the above mentioned procedures.

SKILLS OF THE MONTH

1986-1987

NORTH PARK PRIMARY

MONTH	LANGUAGE ARTS	MATH	L. A. TEST PROCESS	MATH TEST PROCESS
SEPT.	PUNCTUATION	ADDING TWO TWO-DIGITS	MULTIPLE CHOICE	MULTIPLE CHOICE
OCT.	CAPITALIZATION	SUBTRACTING ONE NUMBER FROM TWO NUMBERS SUBTRACTING TWO NUMBERS FROM THREE NUMBERS	MULTIPLE CHOICE	MULTIPLE CHOICE
NOV.	POSSESSIVE NOUNS	SUBTRACTING TWO 4-DIGIT PROBLEMS	GRIDDING	GRIDDING
DEC.	PRONOUNS	MULTIPLYING TWO NUMBERS BY ONE NUMBER	MULTIPLE CHOICE	GRIDDING
JAN.	SENTENCE STRUCTURE	ROUNDING TO THE NEAREST 10	FILL IN THE BLANKS	FILL IN THE BLANKS

SKILLS OF THE MONTH

1986-1987 NORTH PARK PRIMARY

MONTH	LANGUAGE ARTS	MATH	L. A. TEST PROCESS	MATH TEST PROCESS.
FEB.	DETAILS	NUMBER SENTENCES WITH MISSING SIGNS/ NUMBERS	GRIDDING	FILL IN THE BLANKS
MAR.	PREFIXES/ SUFFIXES	ADDITION/ SUBTRACTION PROBLEM SOLVING	GRIDDING	MULTIPLE CHOICE
APR.	SEQUENCE	MULTIPLICATION/ DIVISION PROBLEM SOLVING	FILL IN THE BLANKS	GRIDDING
MAY	MULTI-MEANING WORDS	MEASUREMENT (REGULAR/ METRIC)	GRIDDING	GRIDDING

FIRST GRADE CRITERIA

CRITERIA
- Readiness test in math
- Post Tests in math
- Reading management tests

Upon comparing the readiness test in math before basic skills were taught with individual chapter tests, it is apparent that the students' knowledge increased.

The reading management tests improved after the students were drilled on the skill. Each time the student took a subsequent test, it improved.

Out of 19 students, 7 could use some form of remediation in math and reading. Out of the 7 students who need remediation, 3 will be retained.

DO'S AND DON'T'S

You can be a great help to your children if you will observe these do's and don't's about tests and testing:

- Don't be too anxious about a child's test scores. This can upset a child.

- Do encourage children. Praise them for the things they do well. If they feel good about themselves, they will do their best. Children who are afraid of failing are more likely to become anxious when taking tests and more likely to make mistakes.

- Don't judge a child on the basis of a single test score. Test scores are not perfect measures of what a child can do. There are many other things that might influence a test score. For example, a child can be affected by the way he or she is feeling, the setting in the classroom, and the attitude of the teacher. Remember also that one test is simply one test.

- Meet with your child's teacher as often as possible to discuss his/her progress. Ask the teacher to suggest activities for you and your child to do at home to help prepare for tests and improve your child's understanding of schoolwork. Parents and teachers should work together to benefit students.

- Make sure your child attends school regularly. Remember, tests do reflect children's overall achievement. The more effort and energy a child puts into learning, the more likely he/she will do well on tests.

- Provide a quiet, comfortable place for studying at home.

- Make sure your child is well rested on school days, and especially the day of a test. Children who are tired are less able to pay attention in class or to handle the demands of a test.

FOR MORE INFORMATION ABOUT HELPING YOUR CHILD IMPROVE TEST-TAKING SKILLS

Call or Write:
Office of Student Services
Ohio County Schools
2203 National Road
Wheeling, WV 26003
(304) 243-0300

OHIO COUNTY BOARD OF EDUCATION

Mrs. Mary Dolan, President
Mrs. Janet Bole
Mr. Albert Depto
Mr. Robert Dunlevy
Mr. Hugh Stobbs

Dr. Henry Marockie
Superintendent of Schools

HELP
YOUR CHILD
IMPROVE IN
TEST-TAKING

North Park School
(304) 243-0352

COMPARISON CHART OF TRANSIENT STUDENTS

	TRANSFERRING FROM			WITHDRAWN		
YEAR	OTHER & NON PUBLIC SCHOOLS	OTHERS IN W. VA.	TOTAL	COUNTY	OUT OF COUNTY	TOTAL
1986-87 thru 8th month	10	14	24	20	5	25
1985-86	17	15	32	20	4	24
1984-85	7	16	23	16	4	20
1983-84	8	11	19	22	8	30

The population of North Park Primary School is that of a split socio-economic community. This makes for a variety of reasons for the ebb and flow of students.